



Sam Houston
State University

2016-2017



**College of
Business Administration**

Department of Accounting

Assessment Plan Summary
Department: Accounting BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

Accounting, Department of

Accounting BBA

Decision Modeling

Goal Description


Our graduates will be able to use strategic and critical approaches to decision-making. They will objectively consider issues, identify alternatives, and choose and implement solution approaches in order to deliver services and provide value. [Note: Each of the six goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants, “Functional Core Competencies for the Accounting Profession.”]

Related Items/Elements

 **Identify problems and solutions**

Learning Objective Description

Our students will identify problems and potential solution approaches.

 **Decision Modeling (Lo1) - Course embedded measures for identifying problems and solutions**

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of identifying problems and solutions for the corresponding learning goal of Decision Modeling. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of identifying problems and solutions.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	43	43	-
Number of students assessed	62	62	-
Percentage of successful students	69%	69%	-
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

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The fall 2016 assessment results were presented during this meeting. This was the first semester findings under the new goals and learning objectives format, so no trends were available. In addition, not all objectives have yet been assessed.

Regarding actions to be taken for the coming academic year, the faculty agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown below by learning objective.

Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

() Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

Measurement

() Our students will identify what needs to be measured.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income,

including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

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() Our students will measure items using appropriate methods of measurement.

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PLANNED ACTION: In addition to online CONNECT homework,

students will complete and turn in one measurement assignment for each chapter covered in the course.

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PLANNED ACTION: A comprehensive problem will be incorporated into the class to help students understand the differences between actual, normal, and standard costing systems.

Reporting

() Our students will prepare reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

PLANNED ACTION: When taxpayers face alternative situations such as investing/selling now or next year, paying medical expenses now or next year, taking salary now or electing to defer to later years, etc., students will be required to write a memo to the client stating the consequences of each alternative.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the

semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

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Leveraging Technology

() Our students will access appropriate electronic databases to obtain decision-supporting information.

() Our students will assess the risk of technology and automated business processes.

() Our students will use technology assisted tools to assess and control risk and document work performed.

PLANNED ACTION: Rather than complete one examination question, students will complete and turn in a consolidated financial statement Excel spreadsheet for a set of five companies.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the

most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Synthesize information for decision-making purposes

Learning Objective Description

Our students will link data, knowledge, and insights together for decision-making purposes.

Decision Modeling (Lo2) - Course embedded measures for synthesizing information for decision-making purposes

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of synthesizing information for decision-making purposes for the corresponding learning goal of Decision Modeling. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

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Findings Description

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<i>3000-Level Courses</i>			
Number of students meeting the	150	125	25

minimum criteria			
Number of students assessed	195	169	26
Percentage of successful students	77%	74%	96%
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

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Please see attached file for more detailed information on the assessment procedure for this learning outcome.



Decision Modeling - Lo2 - BBA



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Leveraging Technology

Goal Description

Our graduates will understand that technology is pervasive in the accounting profession.

Individuals entering the accounting profession must acquire the necessary skills to use technology tools effectively and efficiently. These technology tools can be used both to develop and apply other

functional competencies.

[Note: Each of the six goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants, “Functional Core Competencies for the Accounting Profession.”]

Related Items/Elements

Assess risk of technology

Learning Objective Description

Our students will assess the risk of technology and automated business processes.

Leveraging Technology (Lo2) - Course embedded measures for accessing risks of technology

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of assessing the risk of technology and automated business processes for the corresponding learning goal of Leveraging Technology. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

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Findings Description

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<i>3000-Level Courses</i>	-	-	-
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-

Percentage of successful students	-	-	-
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	52	25	27
Number of students assessed	66	30	36
Percentage of successful students	79%	83%	75%

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 **Use technology to assess and control risk****Learning Objective Description**

Our students will use technology assisted tools to assess and control risk and document work performed.

 **Leveraging Technology (Lo3) - Course embedded measures for using technology to access and control risk****Indicator Description**

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of using technology assisted tools to assess and control risk and document work

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<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	133	111	22
Number of students assessed	141	114	27
Percentage of successful students	94%	97%	82%
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Please see attached file for more detailed information on the assessment procedure for this learning outcome.

 Leveraging Technology - Lo3 - BBA

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

The Department of Accounting faculty met in the Dow Center at 8:30 am on May 1, 2017, to discuss assessment findings for fall 2016 and form a strategy for a Department "Plan for Continuous Improvement" for coming academic year.

The fall 2016 assessment results were presented during this meeting. This was the first semester findings under the new goals and learning objectives format, so no trends were available. In addition, not all objectives have yet been assessed.

Regarding actions to be taken for the coming academic year, the faculty agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown below by learning objective.

Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

() Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

Measurement

() Our students will identify what needs to be measured.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

() Our students will determine an appropriate, relevant, and reliable measure for the intended use.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

PLANNED ACTION: A greater emphasis will be place on revenue recognition – specifically when companies should record revenue at the gross or net amounts. More examples will be given in class and the appropriate ASC sections will be discussed.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

() Our students will measure items using appropriate methods of measurement.

PLANNED ACTION: I plan to change the order of topic coverage. I will cover bonds payable before covering investments in bonds. Students will be more prepared for the investments chapter if they have learned bonds payable transactions.

PLANNED ACTION: In addition to online CONNECT homework, students will complete and turn in one measurement assignment for each chapter covered in the course.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

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The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

PLANNED ACTION: A comprehensive problem will be incorporated into the class to help students understand the differences between actual, normal, and standard costing systems.

Reporting

() Our students will prepare reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

PLANNED ACTION: When taxpayers face alternative situations such as investing/selling now or next year, paying medical expenses now or next year, taking salary now or electing to defer to later years, etc., students will be required to write a memo to the client stating the consequences of each alternative.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

() Our students will describe work performed and conclusions reached in a manner that enhances the reports' usefulness.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

Leveraging Technology

() Our students will access appropriate electronic databases to obtain decision-supporting information.

() Our students will assess the risk of technology and automated business processes.

() Our students will use technology assisted tools to assess and control risk and document work performed.

PLANNED ACTION: Rather than complete one examination question, students will complete and turn in a consolidated financial statement Excel spreadsheet for a set of five companies.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Utilize appropriate databases

Learning Objective Description

Our students will access appropriate electronic databases to obtain decision-supporting information.

Leveraging Technology (Lo1) - Course embedded measures for utilizing appropriate databases

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of assessing appropriate electronic databases to obtain decision-supporting information for the corresponding learning goal of Leveraging Technology. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may

indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of assessing appropriate electronic databases to obtain decision-supporting information.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. This learning objective should be assessed in the next reporting period.

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

The Department of Accounting faculty met in the Dow Center at 8:30 am on May 1, 2017, to discuss assessment findings for fall 2016 and form a strategy for a Department "Plan for Continuous Improvement" for coming academic year.

The fall 2016 assessment results were presented during this meeting. This was the first semester findings under the new goals and learning objectives format, so no trends were available. In addition, not all objectives have yet been assessed.

Regarding actions to be taken for the coming academic year, the faculty agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown below by learning objective.

Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

() Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

Measurement

() Our students will identify what needs to be measured.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

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Leveraging Technology

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practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Measurement

Goal Description

Our graduates will understand that measures used should be both relevant (that is, bear on the decision to be made) and reliable (consistently measure what they purport to measure). Various measurement and disclosure criteria used by accounting professionals—such as GAAP, OCBOA (Other Comprehensive Basis of Accounting) and tax reporting—have been codified to some degree. Other performance measures (such as Economic Value Added) or stated criteria (for example, investment performance) are used for special purposes. Some measurement criteria (such as effectiveness of internal control) are measured qualitatively, rather than quantitatively.


[Note: Each of the six goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants, “Functional Core Competencies for the Accounting Profession.”]

Related Items/Elements

 **Apply appropriate measurements**

Learning Objective Description

Our students will measure items using appropriate methods of measurement

 **Measurement (Lo3) - Course embedded measures for applying appropriate methods of measurement**

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of applying appropriate methods of measurement for the corresponding learning goal of Measurement. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning

objective of applying appropriate methods of measurement. Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	139	80	59
Number of students assessed	193	115	78
Percentage of successful students	72%	70%	76%
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

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Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

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Risk Analysis

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Measurement

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PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

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PLANNED ACTION: A greater emphasis will be place on revenue recognition – specifically when companies should record revenue at the gross or net amounts. More examples will be given in class and the appropriate ASC sections will be discussed.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

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PLANNED ACTION: A comprehensive problem will be incorporated into the class to help students understand the differences between actual, normal, and standard costing systems.

Reporting

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PLANNED ACTION: When taxpayers face alternative situations such as investing/selling now or next year, paying medical expenses now or next year, taking salary now or electing to defer to later years, etc., students will be required to write a memo to the client stating the consequences of each alternative.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

() Our students will describe work performed and conclusions reached in a manner that enhances the reports' usefulness.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

Leveraging Technology

() Our students will access appropriate electronic databases to obtain decision-supporting information.

() Our students will assess the risk of technology and automated business processes.

() Our students will use technology assisted tools to assess and control risk and document work performed.

PLANNED ACTION: Rather than complete one examination question, students will complete and turn in a consolidated financial statement Excel spreadsheet for a set of five companies.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Determine appropriate measures

Learning Objective Description

Our students will determine an appropriate, relevant, and reliable measure for the intended use.

Measurement (Lo2) - Course embedded measures for determining relevant and reliable measures

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of determining appropriate, relevant, and reliable measures for the corresponding learning goal of Measurement. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of determining appropriate, relevant, and reliable measures.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	50	50	-
Number of students assessed	71	71	-
Percentage of successful students	70%	70%	-
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	83	43	40
Number of students assessed	134	78	56
Percentage of successful students	62%	55%	71%

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

The Department of Accounting faculty met in the Dow Center at 8:30 am on May 1, 2017, to discuss assessment findings for fall 2016 and form a strategy for a Department "Plan for Continuous Improvement" for coming academic year.

The fall 2016 assessment results were presented during this meeting. This was the first semester findings under the new goals and learning objectives format, so no trends were available. In addition, not all objectives have yet been assessed.

Regarding actions to be taken for the coming academic year, the faculty

agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown below by learning objective.

Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

() Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

Measurement

() Our students will identify what needs to be measured.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

The financial accounting curriculum committee met in spring 2017 to determine the best coverage for the financial accounting course sequence. Based on the outcome of these meetings, the ACCT 3313 curriculum has been updated to better reflect the needs of our students; these changes will be implemented in fall 2017.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

() Our students will determine an appropriate, relevant, and reliable measure for the intended use.

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PLANNED ACTION: A comprehensive problem will be incorporated into the class to help students understand the differences between actual, normal, and standard costing systems.

Reporting

() Our students will prepare reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

PLANNED ACTION: When taxpayers face alternative situations such as investing/selling now or next year, paying medical expenses now or next year, taking salary now or electing to defer to later years, etc., students will be required to write a memo to the client stating the consequences of each alternative.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

PLANNED ACTION: I plan to increase lecture content and in-class assignments that deal with measuring the components of net income, including income from continuing operations and discontinued operations. I will also create additional exercises requiring students to prepare financial statement reports and other communications.

() Our students will describe work performed and conclusions reached in a manner that enhances the reports' usefulness.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

Leveraging Technology

() Our students will access appropriate electronic databases to obtain decision-supporting information.

() Our students will assess the risk of technology and automated business processes.

() Our students will use technology assisted tools to assess and control risk and document work performed.

PLANNED ACTION: Rather than complete one examination question, students will complete and turn in a consolidated financial statement Excel spreadsheet for a set of five companies.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Learning Objective Description

Our graduates will understand that measures used should be both relevant (that is, bear on the decision to be made) and reliable (consistently measure what they purport to measure). Various measurement and disclosure criteria used by accounting professionals—such as GAAP, OCBOA (Other Comprehensive Basis of Accounting) and tax reporting—have been codified to some degree. Other performance measures (such as Economic Value Added) or stated criteria (for example, investment performance) are used for special purposes. Some measurement criteria (such as effectiveness of internal control) are measured qualitatively, rather than quantitatively.

Measurement (Lo1) - Course embedded measures for identifying what needs to be measured

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of identifying what needs to be measured for the corresponding learning goal of Measurement. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of identifying what needs to be measured.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	164	137	27
Number of students assessed	234	194	40
Percentage of successful students	70%	71%	68%

<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

The Department of Accounting faculty met in the Dow Center at 8:30 am on May 1, 2017, to discuss assessment findings for fall 2016 and form a strategy for a Department "Plan for Continuous Improvement" for coming academic year.

The fall 2016 assessment results were presented during this meeting. This was the first semester findings under the new goals and learning objectives format, so no trends were available. In addition, not all objectives have yet been assessed.

Regarding actions to be taken for the coming academic year, the faculty agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown below by learning objective.

Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

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I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Reporting**Goal Description**

Our graduates will understand that communicating the scope of work and findings or recommendations is an integral part of a professional service. An accounting professional in public practice might issue an audit or attestation report, recommendations for improved services, or tax or financial planning advice. An accounting professional in business, industry, or government might analyze operations or provide communications to the board of directors. Communicating clearly and objectively the work done and the resulting findings is critical to the value of the professional service. Some forms of communication are governed by professional standards (such as the form and content of the standard auditor's report or the required communications to audit committees) or law. Others are based on the service applied and the needs of those to whom receive the accounting professional reports.

[Note: Each of the six goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants, “Functional Core Competencies for the Accounting Profession.”]

Related Items/Elements

 **Compose professional reports**

Learning Objective Description

Our students will prepare reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

 **Reporting (Lo1) - Course embedded measures for composing professional reports**

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of preparing reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity for the corresponding learning goal of Reporting. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of preparing reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	72	43	29
Number of students assessed	90	50	40
Percentage of successful	80%	86%	73%

students			
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	34	24	10
Number of students assessed	68	48	20
Percentage of successful students	50%	50%	50%

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

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Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

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Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

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Measurement

() Our students will identify what needs to be measured.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

PLANNED ACTION: To continue to use current financial reports (e.g., Walmart 2017 10-K) to help students see the relevance of the information presented in the course. An annual report project will be added to the course to further capitalize on the use of this information.

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PLANNED ACTION: A greater emphasis will be place on revenue

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Leveraging Technology

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I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

 **Describe work performed and conclusions reached****Learning Objective Description**

Our students will describe work performed and conclusions reached in a manner that enhances the reports' usefulness.

 **Reporting (Lo2) - Course embedded measures for describing work performed and conclusions reached****Indicator Description**

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of describing work performed and conclusions reached in a manner that enhances

the reports' usefulness for the corresponding learning goal of Reporting. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of describing work performed and conclusions reached in a manner that enhances the reports' usefulness.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	68	37	31
Number of students assessed	81	41	40
Percentage of successful students	84%	90%	78%
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	100	71	29
Number of students assessed	134	93	41
Percentage of successful students	75%	76%	71%

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

 **Actions - BBA in Accounting****Action Description****Actions – BBA in Accounting**

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Risk Analysis

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PLANNED ACTION: A comprehensive problem will be incorporated into the class to help students understand the differences between actual, normal, and standard costing systems.

Reporting

() Our students will prepare reports, memos, letters, and other forms of communication with objectivity, conciseness, and clarity.

PLANNED ACTION: When taxpayers face alternative situations such as investing/selling now or next year, paying medical expenses now or next year, taking salary now or electing to defer to later years, etc., students will be required to write a memo to the client stating the consequences of each alternative.

PLANNED ACTION: An additional writing assignment will be assigned and feedback to the students will be given. The same assessment case will then be assigned, but it will be given earlier in the semester. Some students did not do the assessment exercise. If given earlier in the semester, the response rate should be higher.

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Leveraging Technology

() Our students will access appropriate electronic databases to obtain decision-supporting information.

() Our students will assess the risk of technology and automated business processes.

() Our students will use technology assisted tools to assess and control risk and document work performed.

PLANNED ACTION: Rather than complete one examination question, students will complete and turn in a consolidated financial statement Excel spreadsheet for a set of five companies.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

Goal Description

Our graduates will understand risk analysis and control as fundamental to professional service delivery. The identification and management of audit risk (that is, the risk that the auditor will fail to detect a misstatement, caused by inadvertent error or fraud that is material to financial statements) is the basis for the conduct of a GAAS audit. The understanding of business risk (that is, the risk that an entity—either a client or the prospective accounting professional’s employer—will fail to achieve its objectives) affects how business strategy is created and implemented.

[Note: Each of the six goals and corresponding learning objectives were adapted from the American Institute of Certified Public Accountants, “Functional Core Competencies for the Accounting Profession.”]

Related Items/Elements

 **Evaluate controls**

Learning Objective Description

Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

  **Risk Analysis (Lo2) - Course embedded measures for evaluating controls**

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of evaluating controls for the corresponding learning goal of Risk Analysis. The mix depends on the course in which the assessment is being made and the instructor’s choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty

Criterion Description

In each course, the instructor will determine a minimal acceptable score for each indicator used for assessment in that class. This minimal acceptable score may vary both across classes as well as inside a particular class. This variability is necessary due to the different type of indicators (exam questions, projects, cases, and/or problem assignments) used to assess students' achievement of the learning objective of evaluating controls.

Once the assessment of this learning objective is completed in the appropriate courses, the percentage of successful student attempts (number of students successfully completing the specific outcome predetermined success level divided by the total number of students attempting the specific outcome) will be reported for each class. The Department of Accounting has set different target standards based on classification. The standards are 60% for junior-level classes and 70% for senior-level classes.

Findings Description

<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	-	-	-
Number of students assessed	-	-	-
Percentage of successful students	-	-	-

During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. This learning objective should be assessed in the next reporting period.

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

The Department of Accounting faculty met in the Dow Center at 8:30

am on May 1, 2017, to discuss assessment findings for fall 2016 and form a strategy for a Department "Plan for Continuous Improvement" for coming academic year.

The fall 2016 assessment results were presented during this meeting. This was the first semester findings under the new goals and learning objectives format, so no trends were available. In addition, not all objectives have yet been assessed.

Regarding actions to be taken for the coming academic year, the faculty agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown below by learning objective.

Decision Modeling

() Our students will identify problems and potential solution approaches

PLANNED ACTION: Cases will be used to help the students differentiate between which situations require the attention of management and had to handle those situations appropriately.

() Our students will link data, knowledge, and insights together for decision-making purposes.

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

Risk Analysis

() Our students will identify risks of negative outcomes (including fraud).

PLANNED ACTION: I will continue using a wide range of formal/informal activities throughout the semester including at least three of the following each week: homework, quizzes, observation, reflections and/or conversations with students. These activities will be designed to provide students with systematic ways to review and practice their skills and understanding of the course material. I will especially do this with risk analysis because it is the goal needing the most improvement.

I will work with colleagues who also teach this course to identify and prioritize skills on each formal assessment assignment.

() Our students will evaluate controls that mitigate risk of negative outcomes through prevention or detection and correction.

Measurement

() Our students will identify what needs to be measured.

PLANNED ACTION: Students will complete and turn in Excel spreadsheets involving consolidated financial statements eliminating journal entries for five (5) companies. These assignments encompass all Measurement Objectives.

PLANNED ACTION: To reinforce the lectures on tax formula and tax determination including income inclusions and exclusions and statutory deductions to arrive at tax liability, students will be given 2-3 in-class quizzes/assignments addressing said.

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Identify risks

Learning Objective Description

Our students will identify risks of negative outcomes (including fraud).

Risk Analysis (Lo1) - Course embedded measures for identifying risks

Indicator Description

A mix of exam questions, projects, cases, and/or problem assignments, in multiple courses spread across the accounting curriculum, will be used to assess students' achievement on selected examples of the learning objective of identifying risks for the corresponding learning goal of Risk Analysis. The mix depends on the course in which the assessment is being made and the instructor's choice of instrument and selected examples. The results from the various classes will be forwarded to the Departmental Assessment Committee. This committee will compile the results and present the findings to the departmental faculty.

Criterion Description

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Findings Description

2016	All Campuses	Huntsville	Woodlands
<i>3000-Level Courses</i>			
Number of students meeting the minimum criteria	102	83	19
Number of students assessed	137	112	25
Percentage of successful students	74%	74%	76%
<i>4000-Level Courses</i>			
Number of students meeting the minimum criteria	43	28	15
Number of students assessed	65	44	21
Percentage of successful students	66%	64%	71%

[Note: During the fall of 2016, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to comply with AACSB criteria and SHSU Dean's Office recommendations. Because of these recent major changes, any comparison with previous years' assessment results is meaningless.]

Please see attached file for more detailed information on the assessment procedure for this learning outcome.

 Risk Analysis - Lo1 - BBA

Actions - BBA in Accounting

Action Description

Actions – BBA in Accounting

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Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

The Department of Accounting has twelve learning objectives under five goals for the BBA in accounting degree. The goals and objectives were adapted from the American Institute of Certified Public Accountancy's *Functional Core Competencies for the Accounting Profession*. Each required BBA in accounting course has responsibility to assess student learning. The mapping of the goals to courses appears below.

Mapping Goals to BBA Accounting Courses

		DM	RA	RPT	LT	M
ACCT	3313					*
ACCT	3314					*
ACCT	3324	*	*		*	
ACCT	3347	*				*
ACCT	3353			*		*
ACCT	4315			*		*
ACCT	4316				*	*
ACCT	4372		*	*		

DM	Decision Modeling
RA	Risk Analysis
RPT	Reporting
LT	Leveraging Technology
M	Measurement

Update of Progress to the Previous Cycle's PCI

During this last year, the Department of Accounting instituted significant changes in the assessment process. These changes are an effort to improve the assessment process and comply with AACSB criteria and SHSU Dean's Office recommendations. The two major modifications are the following:

The collection of data is by learning objective. In the past, the Department collected assessment data by each goal. Each goal now has at least two learning objectives. Collection by learning objective provides better information for future improvement efforts. According to *AACSB White Paper No. 3*, assessment measures are for each learning objectives.

Data assessment collections are on a per student basis. In the past, data was collected based on the number of questions answered successfully and the number of attempts made. This method creates a bias in the results. For example, if one professor asks 10 questions for a particular learning objective and another professor has only one exercise for the same learning objective, the results give more weight to the professor's students who answered 10

questions.

Because of these major changes, comparisons with previous years' data are not relevant. The above two notable changes should result in a much improved assessment process.

Continuous Improvement Plan - BBA in Accounting

Closing Summary

Plan for Continuous Improvement – BBA in Accounting

Major changes in assessment were made in the fall of 2016. The significant changes were:

1. Assessment data is now reported by the number of students who are successful and the number of students who attempted the assessment exercises. In the past, assessment data was accumulated on the total number of successes and the total number of attempts. As a result, the data was skewed towards those classes where more assessment questions were asked.
2. The assessment data is now collected by learning objective. In the past, the data was collected by goal. This change gives faculty more precise insight into how their students are performing, and where improvements should be made.

The Accounting Assessment Committee met at 8:30 a.m. on April 11, 2017, to discuss the fall of 2016 results and make recommendations to the accounting faculty. The entire accounting faculty then met on May 1, 2017, to discuss assessment findings for fall 2016 and form a strategy for a Department "Plan for Continuous Improvement" for coming academic year. Since this was the first semester of findings under the new goals and learning objectives format, no trends were available. In addition, not all objectives were assessed.

The faculty agreed that the learning objectives that have not been assessed should be assessed, greater attention should be placed on learning objectives that did not meet the minimum criteria, and each faculty member should note what changes will be made to their course(s) for continuous improvement. Faculty action plans for the BBA in Accounting are shown in the file entitled *Actions in BBA in Accounting* in SHSU's Planning and Assessment CampusLabs.

The Department of Accounting has twelve learning objectives under five goals for the BBA in accounting degree. The goals and objectives were adapted from the American Institute of Certified Public Accountancy's *Functional Core Competencies for the Accounting Profession*. Each required BBA in accounting course has the responsibility to assess student learning. The mapping of goals to courses appears below.

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DM	Decision Modeling
RA	Risk Analysis
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LT	Leveraging Technology
M	Measurement

Business Administration

MBA

Assessment Plan Summary**Department: Business Administration MBA****Sam Houston State University****President, Office of****Academic Affairs, Division of****Business Administration, College of****Business Administration MBA****Leadership Development****Goal Description**

The goal of the MBA degree is to develop business professionals prepared for leadership roles.

Related Items/Elements

 Communication

Learning Objective Description

Graduates of the MBA program should be able to demonstrate language and content that suits the intended audience and organize content in a logical sequence.

 **Communication Writing Assignments**

Indicator Description

Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) organization of ideas and content; 2) mechanics or writing; 3) professional format and use of conventions; and 4) professionalism. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description

The average score on each of the four written communication skills should be at least 3.75 out of 5 (75%) for all MBA students

Findings Description

26 students were assessed on written communication in BUAD 5310, 19 in the online section and 7 in the face-to-face section. For learning outcomes 1 and 4, the average score was above 3.75 in both courses. For learning outcome 2, the average score for the face-to-face section was above 3.75 but for the online section, it was slightly less at 3.68. For learning outcome 3, the average score for the online section was above 3.75 but for the face-to-face section, it was slightly less at 3.57. Examining the data from a slightly different perspective, 57.1% of the students in the face-to-face section and 68.4% of the students individually averaged 3.75 or greater over the four learning objectives.

 MBA Writing Assessment Data

 Communication
Action Description

Although the findings are somewhat positive, the transition to a new Associate Dean responsible for assessment oversight has resulted in the gathering of significantly less assessment data than in past years. The Associate Dean will meet with the MBA assessment committee early in the fall 2017 semester to discuss ways to improve the gathering of data critical to assessing communication skills.

 Critical Thinking
Learning Objective Description

Graduates of the MBA program should be able to distinguish relevant and non-relevant information regarding a business problem and develop a valid argument in support of a conclusion.

 Critical Thinking Writing Assignments
Indicator Description

Written assignments throughout the MBA courses will be assessed using a common rubric on seven skills: 1) identify and summarize the problem/issue; 2) identify and present the student's own hypothesis, perspective, and position; 3) identify and consider other salient perspectives and positions; 4) identify and assess the key assumptions; 5) identify and assess the quality of supporting data/evidence; 6) identify and consider the influence of context on the issue; 7) identify and assess conclusions, implications, and consequences. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description

The average score on each of the seven critical thinking skills should be at least 3.75 out of 5 (75%) for all MBA students.

Findings Description

20 students were assessed on critical thinking skills in one online section of FINC 5310. The average score on all seven learning objectives was above 3.75. Furthermore, the vast majority of students individually exceeded the 3.75 threshold on all seven objectives.

 FINC 5310 Critical Thinking Assessment

 Critical Thinking
Action Description

Although the findings are positive, the usefulness of the data suffers from a lack of sample size as only one course was included in the analysis. The

transition to a new Associate Dean responsible for assessment oversight has resulted in the gathering of significantly less assessment data than in past years. The Associate Dean will meet with the MBA assessment committee early in the fall 2017 semester to discuss ways to improve the gathering of data critical to assessing student critical thinking skills.

Strategic Decision-making

Learning Objective Description

Graduates of the MBA program should be able to consider different strategic options using available evidence through the lens of organizational goals and generate applicable solutions for business problems.

Strategic Decision-making Writing Assignments

Indicator Description

Written assignments throughout the MBA courses will be assessed using a common rubric on four skills: 1) perform environmental scanning; 2) identify and retrieve needed and relevant business information; 3) integrate and synthesize strategic information; and 4) generate plausible and innovative solutions to problems. Students receive scores ranging from 1 to 5, with 1 = emerging skill and 5 = mastery of skill.

Criterion Description

The average score on each of the four strategic decision-making skills should be at least 3.75 out of 5 (75%) for all MBA students.

Findings Description

26 students were assessed on strategic decision making in one online section of BANA 5368. The average score on all four learning objectives was above 3.75. Furthermore, the vast majority of students individually exceeded the 3.75 threshold on all four objectives.

 BANA 5368 Strategic Decision-Making Assessment

Strategic Decision-Making

Action Description

Although the findings are positive, the usefulness of the data suffers from a lack of sample size as only one course was included in the analysis. The transition to a new Associate Dean responsible for assessment oversight has resulted in the gathering of significantly less assessment data than in past years. The Associate Dean will meet with the MBA assessment committee early in the fall 2017 semester to discuss ways to improve the gathering of data critical to assessing student strategic decision-making skills.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

The new associate dean in charge of assessment will meet with the graduate faculty advisory committee to discuss ways to create a more robust assessment process focused on enhancing student learning outcomes. The associate dean will attend an AACSB seminar covering best practices in assessing business courses and degree programs. Master syllabi from all courses taught within the MBA program will be updated and reviewed to look for common learning outcomes to be strengthened and discover any non-critical outcomes to be eliminated or focus diminished.

Update of Progress to the Previous Cycle's PCI

The transition to a new associate dean in charge of assessment has been found lacking. Although the associate dean attended two AACSB seminars covering best practices in assessing business courses and degree programs, putting into practice a more robust assessment system has not occurred. Master syllabi for all courses taught within the MBA program have been updated although a full review has not occurred. The associate dean plans to work more closely with the university's Director of Assessment to devise an assessment plan that can efficiently and effectively fulfill the conflicting assessment guidelines of AACSB (program-based, 5 year cycle) and SACS (major and course-based, annual cycle).

Continuous Improvement Plan

Closing Summary

Based on the AACSB training on assessment undertaken by the associate dean, a process of updating and reviewing master syllabi for courses taught within the MBA program has been implemented. A thorough review of the master syllabi to update the mapping of learning objectives to curriculum will be undertaken and the results discussed at the next meeting of the COBA Graduate Advisory Committee, tentatively scheduled for early November, 2017. The previous year's assessment data will also be discussed and actions formulated in response to the analysis of the data.

Furthermore, presentations on "best practices in assessment" will be made to the all faculty within the college at this year's COBA Learning Retreat, which will take place on October 6, 2017.

**Department of Economics
and
International Business**

Assessment Plan Summary**Department: International Business BBA****Sam Houston State University****President, Office of****Academic Affairs, Division of****Business Administration, College of****Economics and International Business, Department of****International Business BBA****Outstanding Program In International Business****Goal Description**

Our goal is to have one of the best if not the best program in international business in the state of Texas.

Related Items/Elements

 **Students Should Understand The Impact Of Globalization On Economic Decision Making**

Learning Objective Description

The increasing integration of the U.S. economy with the rest of the world affects the well-being of consumers and business firms here and abroad. To assess these effects requires an understanding of conditions leading to economic development and the distribution of gains from international trade and investment. Students should understand the impact of globalization on economic decision making.

  **Correct Response Rate On Embedded Questions Concerning: The Impact Of Globalization On Economic Decision Making**

Indicator Description

Questions about the globalization of the U.S. economy and its consequences will be embedded in exams of ECON 3341, ECON 3344, ECON 4348, and ECON 4340, ECON 4373, and MKTG 4340.

Criterion Description

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the impact of globalization on Economic decision making in ECON 3341, ECON 3344, ECON 4340, ECON 4348, ECON 4373, and MKTG 4340.

Findings Description

Eight sub-objectives were assessed. All eight sub-objectives were assessed in ECON 4340. The sub-objective "Trade Barriers and Economic Cooperation" was also assessed in MGMT/MKTG 4340.

In ECON 4340, short answer and calculation questions were used to assess these sub-objectives. A total of eighteen international business majors were assessed. Less than seventy percent of the students assessed achieved a score of seventy percent correct or more in the following sub-objectives:

- "Calculate Opportunity Costs and Identify Comparative Advantage," 55.6 percent scored seventy percent or more
- "Understand the Role of Comparative Advantage in Determining Prices and Trade," 16.7 percent scored seventy percent or more
- "Welfare Effects of a Tariff in a Small Nation," 33.3 percent scored seventy percent or more
- "How Trade Alters Resource Prices," 55.6 percent scored seventy percent or more

In MKTG 4340, criteria was met for the sub-objective "Trade Barriers and Economic Cooperation": all international business majors scored seventy percent or more on the embedded questions.



Results for Learning Objective 1



Students Should Understand The Financial And Economic Aspects Of Conducting Business Internationally

Learning Objective Description

Multinational firms confront the challenges of operating in markets with different legal environments, currency systems, and institutions regulating trade and investment. Students should understand how these differences will affect the economic and financial decisions of the firm.



Correct Response Rate On Embedded Questions Concerning: Financial And Economic Aspects Of Doing Business Internationally

Indicator Description

Questions embedded in exams of ECON 3372, ECON 4340, ECON 4348, ECON 4373, and FINC 4340 will be used to assess students understanding of the financial and economic aspects of doing business globally.

Criterion Description

At least 70% of the students will respond correctly to 70% of the embedded questions concerning the financial and economics impact of doing business globally. The questions will be embedded in exams of ECON 3372, ECON 4340, ECON 4348, ECON 4373, and FINC 4340.

Findings Description

This year, five sub-objectives were assessed in two courses: ECON 4340 and ECON 3372.

The sub-objective, "Basic Foreign Exchange Market Analysis" was assessed in

ECON 4340. The criteria was not met for this sub-objective: only eleven out of eighteen students (sixty-one percent) achieved a score of seventy percent or higher in the embedded short answer questions related to this sub-objective.

In ECON 3372, results for one out of the four sub-objectives did not meet the criteria. Fifty-seven percent of students scored seventy percent or higher on the embedded short answer question related to the sub-objective "Macroeconomic Effect of Shocks on a Small Open Economy in the Short Run".

Results for Learning Objective 2

Students Should Understand The Management And Marketing Challenges Of International Business

Learning Objective Description

Operating internationally presents special challenges to managers and marketers in planning and organizing work systems, product distribution channels, and product promotional campaigns. International Business majors should understand these challenges and have knowledge of how they might be overcome.

Correct Response Rate On Embedded Questions Concerning: The Management And Marketing Challenges Of International Business

Indicator Description

Multiple choice questions embedded in final exams of MGMT/MKTG 4340 will be used to determine the ability of students to understand the management and marketing challenges of doing business globally.

Criterion Description

At least 70% of the students will respond correctly to 70% of the embedded questions on the final exams in MGMT/MKTG 4340 concerning the management and marketing challenges of doing business globally.

Findings Description

This learning objective was assessed in MGMT/MKTG 4340 during the Fall 2016 semester. This course was taught during the day at the Huntsville campus, and six international business majors were enrolled.

This learning objective has five sub-objectives. One sub-objective, "Ethical Issues Related to International Trade", did not meet the criteria: four students (66.7 percent) answered more than seventy percent of the embedded questions correctly.

Results for Learning Objective 3

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

Students show continued weakness in problem-solving and quantitative applications. We will continue to assess these skills in the appropriate courses during the 2016 - 2017 cycle. This assessment will take place in ECON 3372 and ECON 4340.

We will expand courses to provide more texture to the results and findings. Last year, we expanded our assessment to several new courses. We will continue this trend in the next cycle by assessing majors in ECON 3341 and BUAD 4340. At a minimum, these courses will broaden the depth of results for two learning objectives.

The MAT realizes that the depth of assessment in some instruments is limited due to a limited number of questions assessed. The MAT will discuss the instruments used with the respective faculty in an attempt to expand the number of question used to provide richer results.

Finally, the MAT will discuss the results with the Business Foundations team to discuss findings in the previous cycles. Results consistently suggest that some students lack sufficient problem-solving skills and quantitative skills. Courses in the International Business program require students to utilize quantitative skills acquired in courses outside the International Business program. Therefore, we are unable to adequately address the deficiencies. Students show continued weakness in problem-solving and quantitative applications. We will continue to assess these skills in the appropriate courses during the 2016 - 2017 cycle.

Update of Progress to the Previous Cycle's PCI

During the 2016-2017 cycle, the MAT assessed problem-solving and quantitative applications. These assessments were administered in ECON 3372 and ECON 4340. The MAT was unable to expand the number of courses in which we assessed due to conflicting schedules with concurrent intracollege assessments of majors in other disciplines.

The MAT discussed the quantitative findings from the previous cycle with Business Analysis instructors. These Business Analysis instructors suggested that they will modify instruction to address some of the issues.

Actions and Plan for Continuous Improvement**Closing Summary**

Students failed to meet the minimum criteria in some sub-objectives. Further, students failed to meet the minimum criteria in these sub-objectives in previous cycles.

Students failed to meet the minimum standard for the following four sub-objectives in Learning Objective One: "Calculate Opportunity Costs and Identify Comparative Advantage", "Understand the Role of Comparative Advantage in Determining Prices and Trade", "Role of Relative Resource Endowments in Determining Comparative Advantage", and "How Trade Alters Resource Prices". These are the same sub-objectives that students have failed to meet in the previous assessment circles. It is worth noting that ECON4340, in which these sub-objectives were assessed, was taught by two different instructors in previous and current assessment circle, which partly imply students failed to grasp these aspects of international economics for more systematic reasons. Since these sub-objectives are quantitative, the MAT team believes it is beneficial to raise the concern to Business Analysis instructors as well as instructors for lower-level economics classes.

Students failed to meet the minimum standard for the sub-objectives "Macroeconomic Effect of Shocks on a Small Open Economy in the Short Run" and "Basic Foreign Exchange Market Analysis" under Learning Objective Two. The instructor of record in ECON 3372 will utilize an in-class student response system to reinforce the key terms and concepts in the coverage of the open economy and exchange rates. Further, they will expand the depth of assignments that cover these open-economy concepts and terms. The MAT will discuss the results under Learning Objective Three with the MGMT/MKTG 4340 instructor of record. This discussion will emphasize the students' failure to meet the minimum standard for the "Ethical Issues Related to International Trade" sub-objective.

Department of General Business and Finance

Assessment Plan Summary**Department: Banking and Financial Institutions BBA****Sam Houston State University****President, Office of****Academic Affairs, Division of****Business Administration, College of****General Business and Finance, Department of****Banking and Financial Institutions BBA****Strategically Train Students To Be Leaders In Banking And Financial Institutions****Goal Description**

Banking BBA graduates will be able to use financial theory and data to solve problems and demonstrate the ability to effectively communicate solutions. Additionally, they will have an excellent knowledge of bank operations.

Related Items/Elements **CRITICAL THINKERS****Learning Objective Description**

Banking BBA graduates will correctly apply financial models in solving quantitative problems in banking and finance and in presenting solutions to banking and finance problems.

 **Problem Solving****Indicator Description**

Case studies are used in FINC 4330, FINC 4320, and FINC 4325 to measure student ability in solving banking related problems. Students will evaluate the information given, identify alternative solutions, and then recommend the most appropriate solution.

Criterion Description

70% of the sampled students must meet expectations on the presentation grading rubric.

Findings Description

In FINC 4330 students performed very well on the problem solving for the cases. Of the 22 majors in the course, 14 scored above 90%. The remaining groups scored above 70%, so all majors met the standard. In FINC 4320, 5 of the 10 groups scored above the 90% mark while no group scored below 70%. In FINC 4325, 5 of the 9 groups scored above 90% while none failed to meet the 70% mark.

 **Action Item**

Action Description

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

 **PROFICIENT COMMUNICATORS****Learning Objective Description**

Banking BBA graduates will be competent communicators.

 **Verbal Communication****Indicator Description**

Case studies are used in FINC 4330 to measure student verbal communication skill.

Criterion Description

At least 70% of the sampled students must meet expectations on the presentation portion of the grading rubric.

Findings Description

In FINC 4330, 14 of the 22 students exceeded 90% on the verbal communication portions of the case, and the average score was 85. No students were below 70%

 **Action Item****Action Description**

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas in

include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

Written Communication

Indicator Description

Case studies are used in FINC 4330 to determine student written communication skill.

Criterion Description

At least 70% of the sampled students must meet expectations on the written presentation portion of the grading rubric.

Findings Description

In FINC 4330, 15 of the 22 students exceeded 90% on the written communication portions of the case, and the average score was 86. No students were below 70%

Action Item

Action Description

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas in include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

PROFICIENT KNOWLEDGE OF BANK OPERATIONS

Learning Objective Description

Banking BBA graduates will develop an excellent working knowledge of bank management and operations.

Understand the Basics of Banking

Indicator Description

Embedded questions from 2 sections of FINC 3310: Financial Markets and Institutions are used to measure student understanding of the basics of banking.

Criterion Description

The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description

Two sections of FINC 3310 were included in the assessment. The number of Banking and Financial Institutions majors in these courses is somewhat limited (10 across the 2 sections combined), making the results difficult to interpret. To attempt to make the assessment more useful, a total of 14 questions were analyzed. The average score across all students in both section is 82.5%, indicating an acceptable level of understand of the basic of banking in this introductory course. Only 2 of the 10 students scored below 70%.

Understanding of Commercial Bank Management

Indicator Description

Embedded questions in FINC 4320: Commercial Banking are used to measure student understanding of commercial bank management.

Criterion Description

The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description

In FINC 4320, of the 40 students in the course, 8 scored above 90% and 7 students scored below 70%.

 **Action Item****Action Description**

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

 **Understanding of the Commercial Lending Process****Indicator Description**

Embedded questions in FINC4330: Commercial Bank Lending are used to measure student understanding of the commercial lending process.

Criterion Description

The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description

In FINC 4330, 20 of the 22 students in the major scored above the 70% mark. However, an analysis of the individual questions indicated a lack of full understanding in certain areas such as financial statement analysis and understanding potential problems.

 **Action Item****Action Description**

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

Understanding of the Selling of Financial Products

Indicator Description

Embedded questions from FINC 4325: Selling Financial Services are used to measure student understanding of the financial system.

Criterion Description

The class average on individual embedded exam questions will be 70% correct on each question. The embedded questions are selected based on the core objectives of the course. The core objectives of the banking courses were determined by the Chair of Banking and the finance faculty teaching the related banking courses.

Findings Description

In FINC 4325, of the 37 students in the course, 14 scored above 90% and none scored below 70%.

Action Item

Action Description

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas include financial statement analysis, understanding potential problems, and certain areas of loan structure and process. Homework problems will be adjusted or created to emphasize those areas.

- The results from FINC 4325 and FINC 4320 are based in part on an essay exam. During the next assessment cycle, the specific questions from the exam will be reviewed and matched to sub-objectives to give more precise feedback in specific areas.
- At the recommendation of the outside graders for FINC 4325, instruction to future classes will include instructions concerning the projection to their audience. Also, at their recommendation, for FINC 4320, the students will be instructed to include more charts and graphs in presenting solutions to their case problem.
- Define the specific learning objectives needed for the Banking and Financial Institutions major for the following classes:
 - ☐ FINC 4335 – Financial Statement and Credit Analysis
 - ☐ FINC 4345 - Investments
 - ☐ ACCT 3313 – Intermediate Accounting I
 - ☐ BUAD 3355 Business Law
- Work with the Finance MAT in to explore ways to make the gathering of data easier for the on-line classes.

Update of Progress to the Previous Cycle's PCI

Several of these plans remain ongoing. More time is now being spent on the discussion of homework assignments which has improved learning in the area of identifying problem loans.

Students have been instructed to project more when presenting cases in FINC 4325 and to include more charts and graphs in FINC 4320. Those issues did not reappear as problems in the current year's presentations.

Plans are underway to more precisely assess the essay questions in FINC 4325 and FINC 4320.

For the next assessment period, assessment of ACCT 3313 and FINC 4335 will be completed.

Plan for Continuous Improvement**Closing Summary**

For FINC 4330 Commercial Bank Lending, more class time will be devoted to those areas which were indicated on the embedded questions receiving less than a 70% response rate. Specifically, those areas include financial statement analysis and understanding potential problems. This can potentially be accomplished by devoting more time to discussion of the homework solutions.

Continue to work with instructor of FINC 4325 and FINC 4320 to more precisely measure results on the essay exams and how they relate to specific objectives and sub-objectives.

Administer the accounting survey which was developed last year for the assessment of ACCT 3313 Intermediate Accounting I

Include an assessment of FINC 4335 Financial Statement and Credit Analysis

Assessment Plan Summary

Department: Entrepreneurship BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

General Business and Finance, Department of

Entrepreneurship BBA

Capable Communicators

Goal Description

Students should be able to demonstrate superior skills in the areas of written communications, verbal communications, and computer skills.

Related Items/Elements

 **Computer Competency**

Learning Objective Description

Students will be able to use effectively the basic personal computer applications commonly used in business including Microsoft™ Word or other word processor, Microsoft™ Excel or other spreadsheet, and Microsoft™ PowerPoint or other presentation development software.

Projects Requiring Computer Competency

Indicator Description

Students will complete projects and assignments requiring skills in spreadsheet (Microsoft Excel or equivalent), word processing (Microsoft Word or equivalent), and presentation (Microsoft Power Point or equivalent) software.

Criterion Description

All students will demonstrate competency with spreadsheet, word processing, and presentation software with a 75% success rate.

Findings Description

Tested in BUAD 3345 in fall semester. Students performed projects using Excel, Word, and PowerPoint software. Evaluation, 65% exceed expectations, 25% meets expectations, 10% needs improvement. Objective met.

Address Areas of Concern

Action Description

The following outlines specific actions to be taken to address areas of concern identified in the assessment process:

Writing

Continue to use the COBA Writing Enhancement Plan to evaluate students.

Revise syllabus for BUAD 4348 to include a segment to assist with writing.

Computer skills

Continue to encourage students to take the Finance course including spreadsheet and other computer skills.

Continue to include projects requiring use of spreadsheet analyses and other computer tools.

Risk Management-Form of Business Organization

Stress teaching the differences between the different forms in BUAD 3345.

Speaking/Presentation Competence

Learning Objective Description

Students will be able to speak effectively before a group by connecting with the audience and organizing and presenting the topic accordingly.

Oral Presentations

Indicator Description

All entrepreneurship students required to make oral presentations of project assignments.

Criterion Description

All students will complete oral presentations. 75% will meet or exceed expectations.

Findings Description

Tested in BUAD 3345 in fall 2016. Students given projects requiring oral presentation. 70% exceeded expectations, 20% met expectations, 10% below expectations. Objective met.

Writing Competency

Learning Objective Description

Students will be able to compose effective business messages using accepted standards of English grammar and punctuation, sentence structure and paragraph design.

 **Writing Evaluation****Indicator Description**

Business communication faculty will assess samples of student writing across the business disciplines for document formatting and for writing quality; subject area instructors will evaluate the content of each sample. The composite performance of the students, as measured by a faculty developed rubric, will indicate the communication competency level.

Criterion Description

At least 80% of sampled students must meet expectations on the Writing Assessment Rubric for Business Disciplines. The rubric was developed by the business communications faculty and has three performance elements: format, content/organization, and writing. Reviewers will indicate whether the student writing samples exceed, meet, or are below standard expectations. To insure inter-rater reliability, each sample will be reviewed independently by two reviewers; in the event of disagreement, a third reviewer will perform a final evaluation of the sample.

Findings Description

Criterion not met.

 **Address Areas of Concern****Action Description**

The following outlines specific actions to be taken to address areas of concern identified in the assessment process:

Writing

Continue to use the COBA Writing Enhancement Plan to evaluate students.

Revise syllabus for BUAD 4348 to include a segment to assist with writing.

Computer skills

Continue to encourage students to take the Finance course including spreadsheet and other computer skills.

Continue to include projects requiring use of spreadsheet analyses and other computer tools.

Risk Management-Form of Business Organization

Stress teaching the differences between the different forms in BUAD 3345.

Critical Thinkers And Decision-Makers

Goal Description

Students should be able to demonstrate critical thinking and decision-making skills in applying the core concepts and principles to real world situations.

Related Items/Elements

Critical Thinking

Learning Objective Description

Students should be able to apply critical thinking to real world problems and cases.

Critical Thinking Cases And Projects

Indicator Description

Student teams are required to complete cases and projects requiring critical thinking.

Criterion Description

The class average on critical thinking projects will be at least 75%. BUAD 3345/4345/4348

Findings Description

Tested in BUAD 3345 in fall 2016. 56% exceeded expectations, 33% met expectations, 11% below expectations. Objective met.

Tested in BUAD 4348 in spring 2017. 67% exceeded expectations, 33% met expectations. Objective met.

Decision Making

Learning Objective Description

Students should demonstrate the ability to reach appropriate decisions when faced with common business situations.

Projects - Decision Making

Indicator Description

Student teams are required to complete cases and projects requiring decision making.

Criterion Description

The class average on decision-making projects will be at least 75%. BUAD 3345/4345/4348

Findings Description

Evaluated in BUAD 4345 in fall 2017. Each student completed three case studies. 33% exceeded expectations, 55% met expectations, 12% failed to meet expectations. Criterion met.

Ethical Behaviour

Learning Objective Description

Students should understand the basic principles of ethical behaviour, and should be able to apply those principles to business cases and real world situations.

Entrepreneurial Ethics Projects

Indicator Description

Students in teams are given ethical problems to evaluate and resolve.

Criterion Description

All students will complete ethics projects with an average score of 75%.

Findings Description

Evaluated in BUAD 3345 in spring 2017. All students completed ethics project with average score of 85%.

Entrepreneurship Core Concepts And Principles

Goal Description

Students should demonstrate a thorough understanding of basic entrepreneurship core concepts and principles, as reflected in the ten steps to entrepreneurial success framework.

Related Items/Elements

Step 01 - Self-evaluation

Learning Objective Description

Students should be able to demonstrate an understanding of their own skills, experience, strengths, weaknesses, opportunities, threats, likes, and dislikes.

Embedded Questions Regarding Self-Evaluation

Indicator Description

Student performance on embedded questions regarding this objective

Criterion Description

The class average on individual embedded questions will be 75% correct. Each entrepreneurship faculty member will include embedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Evaluated in BUAD 3345 in fall 2016. 38 of 43 questions correct, 88% correct. Criterion met.

 **Project Assignments - Self Evaluation****Indicator Description**

Students will complete projects to apply knowledge in this area to actual and/or hypothetical situations.

Criterion Description

100% of students will complete a self-assessment with an average score of 75% or higher.

Findings Description

Tested in BUAD 3345 in Fall 2016. 100% of students completed assignment with average score of 84%. Objective met.

 **Step 02 - Improvement In Industry Knowledge, Creativity, And Innovation****Learning Objective Description**

Building upon their self-evaluation, students should be able to develop and implement plans to improve their knowledge of the industry in which their proposed business opportunity lies, as well as their skills at creativity and innovation.

 **Embedded Questions - Self Improvement****Indicator Description**

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348

Findings Description

Evaluated in BUAD 3345 in fall 2016. 91% correct. Criterion met.

 **Step 03 - Opportunity Recognition And Evaluation****Learning Objective Description**

Students should be able to recognize entrepreneurial opportunities and evaluate them based on enjoyability, feasibility, and profitability.

 **Embedded Exam Questions - Opportunity Recognition****Indicator Description**

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Evaluated in BUAD 3345 in fall 2016. 88% correct. Criterion met.

 **Step 04 - Strategic Planning****Learning Objective Description**

Students should be able to develop a strategic and tactical plan for a startup business, including a formal business plan.

 **Embedded Exam Questions - Strategic Planning****Indicator Description**

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Tested in BUAD 3345 in the fall 2016 semester. 38 of 40 correct, 95%, objective achieved.

 **Step 05 - Entrepreneurial Customer Development System****Learning Objective Description**

Students should understand the steps of developing an entrepreneurial customer development system--intelligence, analysis, strategy, and tactics--and should be able to develop an effective marketing system to maximize revenues and grow them quickly.

 **Embedded Exam Questions - Marketing****Indicator Description**

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Tested in BUAD 3345 in fall 2016. 40 questions, 34 correct, 85% correct.
Objective achieved.

Step 06 - Cost Control

Learning Objective Description

Students should be able to demonstrate an understanding of financial statements and how to interpret them, and how to establish and maintain proper controls over costs.

Embedded Exam Questions - Cost Control

Indicator Description

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 FINC 4310

Findings Description

Tested in BUAD 3345 in fall 2016. 40 questions, 38 correct, 95% correct.
Objective achieved.

Step 07 - Cash And Capital Management

Learning Objective Description

Students should know how to read and interpret a balance sheet, and what measures to take to improve cash balances and cash flow.

Embedded Exam Questions - Cash And Capital Management

Indicator Description

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 FINC 4310 MGMT 4310

Findings Description

Tested in BUAD 3345 in fall 2016. 43 attempts, 32 correct, 74.4% correct.
Objective not achieved.

Step 08 - Risk Recognition And Response

Learning Objective Description

Students should be able to identify the nature and type of risks an organization faces, and should be able to determine the appropriate responses to risks in case studies and the real world.

Embedded Exam Questions - Risk Management

Indicator Description

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Tested in BUAD 3345 in fall 2016. 43 attempts, 31 correct, 72.1% correct.
Objective not achieved.

Address Areas of Concern

Action Description

The following outlines specific actions to be taken to address areas of concern identified in the assessment process:

Writing

Continue to use the COBA Writing Enhancement Plan to evaluate students.

Revise syllabus for BUAD 4348 to include a segment to assist with writing.

Computer skills

Continue to encourage students to take the Finance course including spreadsheet and other computer skills.

Continue to include projects requiring use of spreadsheet analyses and other computer tools.

Risk Management-Form of Business Organization

Stress teaching the differences between the different forms in BUAD 3345.

 **Step 09 - Profitable Growth****Learning Objective Description**

Students should understand how to create value by growing the entrepreneurial enterprise.

 **Embedded Questions - Growth****Indicator Description**

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Tested in BUAD 3345 in fall 2016. 43 attempts, 38 correct, 88.4% correct. Objective achieved.

 **Step 10 - Exit Strategy****Learning Objective Description**

Students should understand how to harvest the value that they have created through an appropriate exit strategy.

 **Embedded Questions - Exit Strategy****Indicator Description**

Student performance on embedded examination questions regarding this objective.

Criterion Description

The class average on individual embedded questions regarding this objective will be 75% correct. Each entrepreneurship faculty member will include imbedded questions on each examination. BUAD 3345/4345/4348 MGMT 4310

Findings Description

Tested in BUAD 3345 in fall 2016. 42 questions, 34 correct, 80.9% correct. Objective achieved.

Useful And Constructive Supplemental And Extracurricular Activities**Goal Description**

The process of entrepreneurship cannot be taught entirely within the classroom, but much be learned thorough experience as well. To that end the program will incorporate mentorships, internships, competitions, and other activiites to enhance the classroom experience.

Related Items/Elements

 **Business Plan Competition**
Learning Objective Description

Initiate and grow a business plan competition schedule to include Elevator Pitch Competition in fall semester, Business Model Canvas competition in January, Business Plan Competition in March, and New Business Competition in June (including the SBDC Incubator occupants).

 **Business Plan Competition In Place**
Indicator Description

The business plan competition is in place and students are participating.

Criterion Description

At least 10 students participating in annual business plan competition.

Findings Description

Business plan competition conducted in spring 2017 with 3 entries. Criterion not met.

Update to Previous Cycle's Plan for Continuous Improvement**Previous Cycle's Plan For Continuous Improvement (Do Not Modify)****Communication - Computer Skills**

Performance of students on required projects indicates that approximately 50% of students have a satisfactory level of proficiency in computer spreadsheet, word processing, and presentation software. Curriculum will be altered by including in BUAD 4348 a segment on computer proficiency.

Communication - Writing Competency

Student participation in COBA Writing Program has produced improvement over the course of the semester, but still not meeting established performance criteria. Curriculum will be revised to include a segment on proper writing in BUAD 4348.

Update of Progress to the Previous Cycle's PCI**Communication-Computer Skills**

Performance improved. Establishment of a finance course focusing on computer skills should promote further skills development in this area.

Communications-Writings

Performance continues to fall below standards. Area needs additional focus.

Plan for Continuous Improvement.

Closing Summary

Communication - Writing Competency

This is an ongoing problem. BUAD 4348 syllabus will be revised to include writing workshops.

Cost Control and Cash Management

Performance improved, primarily attributable to improved computer skills. Continue efforts to develop computer skills.

Risk Management

Performance failed to meet expectations, primarily in the area of business form of organization. Address in BUAD 3345 and BUAD 4345.

Department of Management and Marketing

Assessment Plan Summary**Department: Human Resource Management BBA****Sam Houston State University****President, Office of****Academic Affairs, Division of****Business Administration, College of****Management and Marketing, Department of****Human Resource Management BBA****Students Will Obtain A Broad Base Of Knowledge Of Human Resource Management Principles****Goal Description**

Students must understand human resource management principles to become effective organizational actors.

 Students Will Understand Topics and Concepts Relating to Human Resource Management

Related Items/Elements

  **Students Will Understand Topics And Concepts Relating To Compensation**

Learning Objective Description

1. Identify four (4) components of The Pay Model:

1)Internal Equity - alignment, job analysis, job evaluation; 2)External Competitiveness - designing pay level, pay mix, pay structure; 3)Employee Contributions - motivation, performance appraisals, pay-for-performance plans; 4)Managing the Pay System - benefits, government, legal, and budgetary issues, wage gap

  **Course Embedded Questions On Exams For Compensation**

Indicator Description

1)Embedded questions on exams in multiple courses will be used to evaluate students' understanding of the compensation function in human resource management.

2)For MGMT 4330 Compensation, thirty-six (36) questions pertaining to the compensation objectives will be embedded in three (3) examinations administered during the semester, and thirty (30) student exams will be selected.

3)For MGMT 3330 Human Resource Management, eight (8) questions pertaining to the compensation objectives will be embedded in one (1) examination administered during the semester, and fifteen (15) student exams will be selected.

Criterion Description

1)70% of students will answer 70% of embedded questions from a common question set correctly.

Findings Description

1)MGMT 4330 Compensation

a)Internal Equity: 92% correct (10 questions assessed)

b)External Competitiveness: 85% correct (10 questions assessed)

c)Employee Contributions: 88% correct (8 questions assessed)

d)Managing the Pay System: 74% correct (8 questions assessed)

2)MGMT 3330 Human Resource Management

a)Internal Equity, External Competitiveness, Employee Contributions, Managing the Pay System: 91% correct (8 questions assessed)



Action

Action Description

1)HR faculty met to discuss how to improve comprehension.

A small icon showing a group of stylized figures in blue and green, representing students or a group of people.**Students Will Understand Topics and Concepts Relating to Human Resource Management Practices.****Learning Objective Description**

1)Identify core practices of Human Resource Management:

a)Legal Environment and Job Analysis

b)Recruitment and Selection

c)Training and Development

d)Performance Management

e)Compensation

 **Course Embedded Questions On Exams for Human Resource Management Practices**

Indicator Description

1)Thirty-eight (38) questions pertaining to the human resource management objectives will be embedded in three (3) examinations administered during the semester.

2)Fifteen (15) student exams will be selected.

Criterion Description

1)Seventy percent (70%) of students will answer 70% of embedded questions from a common question set correctly.

Findings Description

1)Legal Environment and Job Analysis: 92% correct (10 questions assessed)

2)Recruitment and Selection: 76% correct (8 questions assessed)

3)Training and Development: 97% correct (6 questions assessed)

4)Performance Management: 90% correct (6 questions assessed)

5)Compensation: 91% correct (8 questions assessed)

 **Action**

Action Description

1)HR faculty met to discuss how to improve comprehension.

Goal Description

Assessment: MGMT 3330 Fall 2016 and Spring 2017 – Introduction to Human Resource Management

Instructor: Dr. Charles J. Capps III

Students demonstrate acceptable proficiency on basic HRM knowledge, skills and abilities. This HRM course is an introduction to the HRM profession, the HRM degree, and serves as a foundation of human resource management knowledge and principles to help executives become more effective organizational actors. The goals of Sam Houston State University's Bachelor of Business Administration degree (BBA) in Human Resource Management are threefold: to provide an academic foundation in Human Resource Management (HRM) for future practitioners' successful careers, to prepare students for advanced graduate HRM degree programs, and to provide the knowledge needed to pass the HRM profession's first certification exam, the Professional in Human Resources, PHR, offered through the Society for Human Resource Management (SHRM) Certification Institute. Globally the Sam Houston State University's Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide that is aligned completely with all of SHRM's requirements. In 2017, the HRM degree's SHRM alignment was recently reapproved for another five years, instead of the customary two. Our strategy is continuous improvement guided by the HRM professional society, SHRM, and supported by the required HRM topics on their PHR certification exam.

RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) HRM foundational sections, which include the sixteen major HRM topics tested on the Professional in Human Resources (PHR), Senior Professional in Human Resources (SPHR), and Global Professional in Human Resources (GPHR) exams for professional certification. The PHR, SPHR, and GPHR carry significant weight and respect in the HRM professional community since one is retested every three (3) years to maintain currency and certification. Many firms charge \$1,250 to prep students for these professional certification exams; most have a pass rate of over 85%. SHSU's BBA in HRM degree is designed to prepare students for the certification exam as well as to provide an excellent education in HRM. Of the students I have prepped, currently BBA in HRM degree graduates from SHSU are passing their professional HRM certification exams for the PHR on their first attempt at about an eighty-percent (80%) rate.

Related Items/Elements **Learning Objective #1: Managing Human Resources****Learning Objective Description**

1. Learning Objective #1: Learning Objectives of the HRM degree and this course include the knowledge, skills and abilities covered on the sixteen-major HRM core topics tested by the PHR, SPHR and GPHR professional certification exams. This course is an introduction to the Human Resource Management discipline and thus serves as a foundation. Four (4) objective 50 question tests over the five (5) learning objectives. Please see the stated five (5) learning objectives for the five (5) major HRM sections, or the courses' five (5) major learning objectives for the sixteen (16) major HRM topics below. For the first HRM learning objective students demonstrate knowledge, skills, and abilities related to: Managing Human Resources, Trends in HRM, Equal Employment Opportunity and a Safe Workplace, and Analyzing Work and Designing Jobs. Thus, Learning Objective #1 is over the basics of Managing Human Resources.

 **Indicator #1: Managing Human Resources**

Indicator Description

1. Indicator #1: Four objective tests cover the required five major HRM sections: each test consists of 50 multiple-choice questions. Each one of the five (5) major HRM sections had a minimum of 18 to 22 questions addressing each of the five major section's HRM learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule for proficiency is students make a minimum of seventy (70%) percent in the class.

Criterion Description

2. Criterion: The established criterion is students earn an overall course average of at least 70%. 70% to 89% is the acceptable standard. 90% or above is considered above the standard. Below 70% is below standard.

Findings Description

Of the forty-one (41) students in the course in Fall 2016, all students answered at least seventy percent (70%) of the questions correctly for an average score of 78%. Please see Data Assessment Sheet.

Overall Results for Fall 2016:

1. Evidence of Exceptional Performance - It is evident the HRM topic is one most students like and seem to understand, based on the data analysis for the semester, as 24.4% of the class turned in an exceptional performance. 75.6% met the standard, for 100% or all students meeting or exceeding the standard.
2. Evidence of Poor Performance - It appears the instruction and performance on the first two tests could have been better. Some of the earlier topics may need additional coverage on these first tests or some students need to get in gear and join the professor's study group earlier, or both. Regardless, increased focus on the first two tests to seek trends or topics.

Overall Results for Spring 2017:

Findings: The overall findings are 35 of 39 or 91.66% of the students earned a 70% or better with 8.34% falling below standard. See data attachment sheet for results.

2. Overall Results:

1. Evidence of Exceptional Performance - It is evident the topic of HRM is one some students like and seem to understand HRM, based on data analysis for the semester, because 25% of the class turned in an exceptional performance. 66.66% met the standard and 8.34% failed to meet the standard of 70% right.
2. Evidence of Poor Performance - It appears the instruction and performance on the first three tests could have been better. Some of the earlier topics may need additional coverage on these early tests or some students need to join the professor's study group earlier, or both. Regardless, increased focus on the first three tests to seek trends or HRM topics.

 ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy

 ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives

Action #1: Managing Human Resource Action

Action Description

Actions #1: I invited every student who earned below 70 percent on a test to join my study group, which met to go over material in small groups. I continue to check students' progress to maintain student mastery of material. Students scoring below 70 are always invited to join my study group to improve their grade. When several students score below 70% on a test, or over an area of the test, then further analysis is used to check for any trends or HR areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Revisit certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #2: HR Planning, Recruitment and Training

Learning Objective Description

Learning Objective #2: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR certification exams. This introduction to Human Resource Management course serves as the discipline's initial foundation. Please see the 16 major HRM sections, or the HRM learning objectives, for the students' first HRM class. For Learning Objective #2 students demonstrate knowledge, skills, and abilities related to trends in HRM and Planning and Recruiting Human Resources, Selecting Employees and Placement, Training Employees, and Developing Employees for Future Success.

Indicator #2: HR Planning

Indicator Description

Indicator #2: The objective tests cover the five required HRM sections and consisted of 50 multiple-choice questions. Each one of the five HRM sections

had 18 to 20 questions addressing a section of five (5) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 _____, 70-79 _____, 80-89 _____, and 90 or above _____. The decision rule is students earn a minimum of seventy (70%) percent in the course.

Criterion Description

Criterion #2: The established criterion is students earn an overall course average of 70%.

Findings Description

Findings #2: See data attachment sheet for results: 19.5% fell below, 61.0% met standard and 19.5% earned above standard. Although they did alright, analysis suggests the recruiting, selection and placement section needs emphasis in the future. a). Evidence of Exceptional Performance – It's evident these topics seem to be understood by most students, based on data 19.5% earned exceptional performance, with 80.5% meeting or exceeding the standard. b). Evidence of Poor Performance - It appears the instruction and performance for the first two tests could have been better as 19.5% did not meet standard. Some of the HRM topics may need more highlighting for some students, who also need to join the professor's study group earlier, or both. Regardless, more focus on this HRM section.


For Spring 2017:

Findings #2: See data attachment sheet for results: 16.67% are below, 66.66% met standard and 16.67% earned above standard. Although they did well, analysis suggests the recruiting, selection and placement section still needs more emphasis in future.

a). Evidence of Exceptional Performance – It is evident topics seem to be understood by most students, based on data 16.67% earned exceptional performance, 66.66% met the standard. Thus, 83.33% met or exceeded the standard.

b). Evidence of Poor Performance - It appears the instruction and performance for the first three tests could have been better. Some of the HRM topics may need more highlighting for some students earlier, who also may need to join the professor's study group earlier, or both. Regardless, more focus on these HRM sections earlier.

 ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy

 ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives

Action #2: HR Planning

Action Description

Actions #2: I invited every student who earned below 70 to join my professor's study group, which met to go over the material in small groups. We continue to check students' progress to maintain student mastery of the material. Students scoring below 70 will always be invited to join the professor's study group to improve their grade. When several students score below 70%, then analysis is always used for trends or areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #3: EEOC and Managing Employees

Learning Objective Description

Learning Objective #3: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR certification exams. This introduction Human Resource Management course thus serves as a foundation. For Learning Objective #3 students will demonstrate knowledge, skills, and abilities related to Equal Employment Opportunity and High Performance Work Organizations, Managing Employees' Performance, Separating and Retaining Employees, and Establishing Pay Structures.

Indicator #3: EEOC and Managing Employees

Indicator Description

Indicator #3: The four objective tests cover the five required HRM sections and consisted of 50 multiple-choice questions. Each one of the required HRM topics had 18 to 20 questions addressing each of the section's four performance-learning objectives. Students' results (both frequency and percentages) on the questions are listed on the data attachment used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 3: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students get at least seventy (70%) percent correct.

Criterion Description

Criterion #3: The established criterion is students earn an overall course average of 70%.

Findings Description

Findings#3: 96.1% of the students met or exceeded the standard.

For Spring 2017: 79.16% met or exceeded the standard.

 ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy

 ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives

Action #3: EEOC and Managing Employees

Action Description

Actions #3: I invited every student who earned below 70 to join my professor's study group, which met to go over the material in small groups. We continue to check students' progress to maintain student mastery of the material. Students scoring below 70 will always be invited to join the professor's study group to improve their grade. When several students score below 70%, then analysis is always used for trends or areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #4: Employee Benefits

Learning Objective Description

Learning Objective #4: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR professional certification exams in Human Resource Management. This first Human Resource Management course introduces foundation HRM topics. For this

Learning Objective #4 students will demonstrate knowledge, skills, and abilities related to Safe Workplace and Recognizing Employee Contributions, Providing Employee Benefits, Collective Bargaining and Employee Relations, and Managing HRM Globally.

Indicator #4: Employee Benefits

Indicator Description

Indicator #4: The objective test covered four required HRM topics and consisted of 50 multiple-choice questions. Each one of the section's four HRM topics used 8 to 12 questions that test each of the section's four HRM topics with learning objective #4. Students' results (both frequency and percentages) on the questions are listed on the data attachment and use the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 4: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make at least seventy (70%) percent.

Criterion Description

Criterion #4: The established criterion is students earn an overall course average of 70%.

Findings Description

Findings #4: 4.9% scored below 70%, 46.3% earned standard and 48.8% scored 90 or more to exceed standard.


- a). Evidence of Exceptional Performance - Based on data for this section, 48.8% earned above the standard with 46.3% meeting standard, for 95.1% at or above the standard.
- b). Evidence of Poor Performance – Only 4.9% did not score at least 70% correct on the section. Terrific! Regardless, more focus on some HRM topics needed earlier.

Findings #4: 20.84% scored below 70%, 54.16% earned standard and 25.0% scored 90 or more exceed standard.

- a). Evidence of Exceptional Performance - Based on data for this section, 25.0% earned above the standard with 54.16% meeting standard for 79.16% at or above standard.

- b). Evidence of Poor Performance – 20.84% did not score at least 70% correct on the section. More focus on some HRM topics needed earlier for some students..

 ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives - Copy

 ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives

Action #4: Employee Benefits

Action Description

Actions #4: I invited every student who earned below 70 percent on a test to join my professor's study group, which met to go over the material in small groups. I will continue to check students' progress to maintain student mastery of the material. Students scoring below 70 will always be invited to join my study group to improve their grade. Also, when several students score below 70%, then diagnostics will always be used to further analyze for important trends or areas of concern.

Guidance for continuous HRM curriculum improvements will follow if we maintain

our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate an atmosphere for students to ask questions. Re-visit certain topics.
- d) Introduce more discipline into the classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #5: Designing Jobs and Professional Ethics

Learning Objective Description

Learning Objective #5: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered on the sixteen HRM core topics tested by the PHR, SPHR, and GPHR professional certification exams in Human Resource Management. This first Human Resource Management course introduces foundation HRM topics. For this Learning Objective #5 students demonstrate knowledge, skills, and abilities related to Analyzing Work, Designing Jobs, and Professional Ethics.

Indicator #5: Designing Jobs and Professional Ethics

Indicator Description

Indicator #5: The objective test covered four required HRM topics and consisted of 50 multiple-choice questions. Each one of the section's four HRM topics used 8 to 12 questions that test each of the section's four HRM topics with learning objective #4. Students' results (both frequency and percentages) on the questions are listed on the data attachment and use the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 4: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make at least seventy (70%) percent.

Criterion Description

Criterion #5: The criterion is students earn an overall course average of 70%.

Findings Description

Findings #5: 2.4% scored 70% or below, 61.0% standard and 36.6% scored 90 or above to exceed the standard.

a). Evidence of Exceptional Performance: Based on data for this section 36.6% exceeded standard, 61.0% met standard for 97.6% meeting/exceeding standard.

b). Evidence of Poor Performance: Only 2.4% did not score 70% correct on section.

Again terrific! However, more focus on some HRM topics still needed earlier.

For Spring 2017:

Findings #5: 12.5% scored 70% or below, 60.4% standard and 27.1% scored 90 or above to exceed the standard.

a). Evidence of Exceptional Performance: Based on the data for this section 27.1% exceeded the standard, with 87.5 meeting and/or exceeding the standard.

b). Evidence of Poor Performance: 12.5% did not score 70% correct on the section.

For some, more focus on select HRM topics needed earlier.

 ASSESSMENT- MGMT 3330 HRM Fall 2016 course Learning Objectives

 ASSESSMENT of MGMT 3330 HRM course Spring 2017 Learning Objectives

Action #5: Designing Jobs and Professional Ethics

Action Description

Actions #5: I invited every student who earned below 70 percent on a test to join the professor's study group, which met to go over the material in small groups. I will continue to check students' progress to maintain student mastery of the material. Students scoring below 70 are always invited to join my study group to improve their grade. Also, when several students score below 70%, then diagnostics will analyze further for important trends or HRM areas of concern.

Guidance for continuous HRM curriculum improvements will follow by maintaining our SHRM alignment. Teaching HRM knowledge, skills and abilities and assessing proficiency level requires constant monitoring. Actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students to ask questions. Re-visit certain topics.
- d) Introduce more discipline to the classroom, more notes and less

electronics.

e) Spend additional time reviewing the students to prepare for each exam.

Students' introduction to the broad based foundation knowledge and principles of Human Resource Development (HRD), a specialty in the HRM discipline.

Goal Description

GOAL DESCRIPTION: Students must demonstrate an acceptable proficiency in basic HRD knowledge, skills and abilities. This HRD course is an introduction to the HRD profession, an important HRM specialty area and serves as a foundation in human resource development (HRD) knowledge and principles to enable executives to become more effective organizational actors. Students must understand a foundation of human resource development knowledge and principles to become effective Human Resource Management professionals in organizations. The goals of the Bachelor of Business Administration degree (BBA) in Human Resource Management are to provide an academic foundation in Human Resource Management (HRM), inclusive of HRD, for practitioners' successful careers, prepare students for advanced graduate HRM degrees, and provide the knowledge required to pass the first HRM professional certification exam, the Professional in Human Resources, PHR, offered by the Society for Human Resource Management (SHRM) Certification Institute. Also, the American Society for Training and Development (ASTD) offers certification in training and development. Globally, the Sam Houston State University's Bachelor of Business Administration degree in Human Resource Management is one of less than 200 undergraduate HRM degrees worldwide aligned completely with all of SHRM's requirements. In 2017, the HRM degree's SHRM alignment was reapproved for an additional five years, instead of the customary two. Our goal is continuous improvement guided by the human resource management's professional society, SHRM, and the ASTD for the HRD course.

III. RELATED ELEMENTS: Students will demonstrate a basic understanding of the five (5) foundational HRD sections, which include the major HRD topics tested on the PHR and SPHR, Senior Professional in Human Resources, and ASTD certification exams. This course is an advanced Human Resource Management course in Human Resource Development that covers the SHRM and ASTD certification requirements in the area of Human Resource Training and Development, which is an important human resource management specialty field. See the five HRD sections and topics below, which are the five HRD learning objectives, for this foundation HRD course. The first day of class students took an eighty-question objective pre-test to establish a course baseline. The average score was 53%. Course embedded questions on major HRD topics are tested on two objective exams.

Related Items/Elements

 **Learning Objective #1: Designing and Establishing Effective Human Resource Training and Development Programs.**

Learning Objective Description

Learning Objective #1: Learning Objectives of this HRD course include the knowledge, skills and abilities covered on the PHR and ASTD exams. This course is an introduction to the Human Resource Development discipline and serves as a foundation in HRD. Please see the five (5) major HRD sections, or the five major HRD learning objectives. For these specific HRD learning objectives students demonstrate knowledge, skills and abilities related to: Designing and Establishing Effective Human Resource Training and Development Programs; Human Resource Training and Development Needs Assessment: Organizational, Person, Task; Human Resource Training Evaluation Techniques: Reaction, Learning, Behavior and Results; Professional Ethics and Managing Human

Resource Training and Development Programs. Thus, Learning Objective #1 tests students' understanding of Designing and Establishing Effective Human Resource Training and Development Programs.

Indicator #1 for Learning Objectives #1 and #2

Indicator Description

TEST#1 covers Learning Objectives #1 and #2. The sections are: Section 1 over Designing and Establishing Effective Human Resource Training and Development Programs, and Section 2 over Human Resource Training and Development Needs Assessment: Organizational, Person, Task.

Indicator: Two objective tests cover four required major HRD sections; each test consists of 50 multiple-choice questions. Each one of the four (4) major HRD sections had a minimum of 20 to 22 questions addressing each of the four section's major HRD learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make a seventy (70%) percent in the course.

Criterion Description

Criterion: The established criterion is students must earn an overall course

average of 70%. Of the forty-four (44) students, seventy percent (70%) of

the questions are to be answered correctly. The number of students and

percentage answering the questions correctly in each category is listed below.

Findings Description

Fall 2016 Findings: The results are all students earned a 70% or better in the course. Please see data attachment sheet for results. On the first test 6.8% were below standard, 68.2% meet standard, and 25.0% exceeded it, or 96.8% met or exceeded standard.

Overall Results:

Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 27.3% of the class turned in exceptional performance, 70.5% meeting the standard for 97.8% at or above the standard

Evidence of Poor Performance: Only one (1) student did not achieve standard after the two tests. The student's two tests grade's averaged a 69% percent. Thus, 2.2% did not make standard. 31 students or 70.5% of the class earned standard and 27.3% exceeded standard. Instruction and performance on the two tests can always improve. Some of the earlier topics may need additional coverage on tests,

and some students need to get in gear and join my professor's study group earlier, or both. Regardless, more focus to seek trends or topics.

Spring 2017 Findings:

The overall results are all students, except one (1) or 3.5%, earned a

70% or better to achieve standard. Please see data attachment sheet. On the first

test 10.3% was below standard, 72.4% meet standard, and 17.3% exceeded it.

Thus, 89.7% met or exceeded the standard.

Overall Results:

Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 41.4% earned exceptional performance.

Evidence of Poor Performance: Only (1) student did not achieve standard. That one student failed the course. Thus, 3.5% did not make standard. 28 students or 96.5% of the class earned or exceeded standard. Instruction and performance on earlier tests can always improve. Some of the earlier topics may need additional coverage, and some students need to join the professor's study group earlier, or both. Regardless, more focus to seek trends or t

 ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objective

 ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objecti

Actions for #1 and #2

Action Description

Actions for #1 and #2: I invited every student who earned below 70

percent on the test to join my study group, which met to go over material in

small groups. I continue to check students' progress to maintain student

mastery of material. Students scoring below 70 are always invited to join

the study group to improve their grade. When several students score below

70% on a test, or over an area of the test, then further analysis is used to

to check for any important trends or topical areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if we maintain our SHRM and ASTD alignment. Teaching HRD knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows: a) Devote more time to certain HRD topics.

- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Revisit certain topics.
- d) Introduce more discipline to class, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #2: Human Resource Training and Development Needs Assessment at the Organizational, Person, and Task levels.

Learning Objective Description

Learning Objective #2: tests students' proficiency on Human Resource Training and Development Needs Assessment at the Organizational, Person, and Task levels.

Indicator #1 for Learning Objectives #1 and #2

Indicator Description

TEST#1 covers Learning Objectives #1 and #2. The sections are: Section 1 over Designing and Establishing Effective Human Resource Training and Development Programs, and Section 2 over Human Resource Training and Development Needs Assessment: Organizational, Person, Task.

Indicator: Two objective tests cover four required major HRD sections; each test consists of 50 multiple-choice questions. Each one of the four (4) major HRD sections had a minimum of 20 to 22 questions addressing each of the four section's major HRD learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 1: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students make a seventy (70%) percent in the course.

Criterion Description

Criterion: The established criterion is students must earn an overall course average of 70%. Of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly. The number of students and percentage answering the questions correctly in each category is listed below.

Findings Description

Fall 2016 Findings: The results are all students earned a 70% or better in the

course.

Please see data attachment sheet for results. On the first test 6.8% were below

standard, 68.2% meet standard, and 25.0% exceeded it, or 97.8% meet or exceeded standard.

Overall Results:

Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 27.3% of the class turned in exceptional performance, 70.5% meeting the standard for 97.8% at or above the standard

Evidence of Poor Performance: Only one (1) student did not achieve standard after the two tests. The student's two tests grade's averaged a 69% percent. Thus, 2.2% did not make standard. 31 students or 70.5% of the class earned standard and 27.3% exceeded standard. Instruction and performance on the two tests can always improve. Some of the earlier topics may need additional coverage on tests, and some students need to get in gear and join my professor's study group earlier, or both. Regardless, more focus to seek trends or t

Spring 2017 Findings:

The overall results are all students, except one (1) or 3.5%, earned a

70% or better to achieve standard. Please see data attachment sheet. On the first

test 10.3% was below standard, 72.4% meet standard, and 17.3% exceeded it.

Thus, 89.7% met or exceeded the standard.

Overall Results:

Evidence of Exceptional Performance: Most students seem to understand, based on data for the semester, as 41.4% earned exceptional performance.

Evidence of Poor Performance: Only (1) student did not achieve standard. That one student failed the course. Thus, 3.5% did not make standard. 28 students or 96.5% of the class earned or exceeded standard. Instruction and performance on earlier tests can always improve. Some of the earlier topics may need additional coverage, and some students need to join the professor's study group earlier, or both. Regardless, more focus to seek trends or t

 ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objective

 ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objecti

  Actions for #1 and #2

Action Description

Actions for #1 and #2: I invited every student who earned below 70

percent on the test to join my study group, which met to go over material in

small groups. I continue to check students' progress to maintain student

mastery of material. Students scoring below 70 are always invited to join

the study group to improve their grade. When several students score below

70% on a test, or over an area of the test, then further analysis is used to

to check for any important trends or topical areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if we maintain our SHRM and ASTD alignment. Teaching HRD knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows: a) Devote more time to certain HRD topics.

b) Encourage students to take more specific notes.

c) Cultivate atmosphere for students' questions. Revisit certain topics.

d) Introduce more discipline to class, more notes and less electronics.

e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #3: Human Resource Training and Development Evaluation Methods

Learning Objective Description

Learning Objective #3: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered in the core HRD topics tested by the PHR, SPHR, and GPHR certification exams. This first Human Resource Development course serves as the training discipline's foundation. Please see the five (5) HRD sections below, or the HRD learning objectives, for this HRD introduction class. For Learning Objective #3 students demonstrate knowledge, skills, and abilities related to Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results.

Indicators #3 and #4

Indicator Description

TEST#2 covers Learning Objectives #3 and #4, or HRD Sections 3 and 4. Section 3 is Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results. Section 4 covers Professional Ethics and Managing Human Resource Training and Development Programs.

Indicator: The objective tests covered four of the five required HRD sections and consisted of 50 multiple-choice questions. Each one of the four HRD sections had 20 to 22 questions addressing the sections four (4) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a seventy (70%) percent in the course.

Criterion Description

Criterion: The established criterion is students earn an overall course average of 70%. Thus, of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly.

Findings Description

Fall 2016 Findings: See data attachment sheet for results. 0% fell below 70%, with 61.4%

earning standard, and 38.6% exceeding it.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be understood by most students based on data with 97.8% earning above the standard overall, and 100% meeting or exceeding standard on Learning Objectives #3 and #4.

b). Evidence of Poor Performance - It appears the instruction and performance for the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

Spring 2017 Findings: See data attachment sheet for results. 1 (3.5%) student fell below 70%,

with 69.0% earning standard, and 27.5% exceeding it for 96.5% at standard or better.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be understood by most students based on data with 96.5% earning standard or above

the

standard, or 96.5% meeting or exceeding standard on Learning Objectives #3 & #4.

b). Evidence of Poor Performance - It appears the instruction and performance for

the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

 ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objective

 ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objective

Actions #3 and #4

Action Description

Actions #3 and #4: I invite all student who earned below 70 to join my professor's

study group, which meets to go over the material in small groups. I continue to

check students' progress to maintain student mastery of the material. Students

scoring below 70 are always invited to join my professor's study group to improve

their grade. When several students score below 70%, analysis is used to diagnosis

for trends or areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if

we maintain our SHRM alignment. Teaching HRD knowledge, skills and abilities

and assessing proficiency level requires constant monitoring. A number of actions

and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.

- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #4: Ethics and managing Training Programs

Learning Objective Description

Learning Objective #4: Learning Objectives of the HRM degree include the knowledge, skills and abilities covered in the core HRD topics tested by the PHR, SPHR, and GPHR certification exams. This first Human Resource Development course serves as the training discipline's foundation. Please see the five (5) HRD sections below, or the HRD learning objectives, for this HRD introduction class. For Learning Objective #4 students demonstrate knowledge, skills, and abilities related to Professional Ethics and Managing Human Resource Training and Development Programs.

Indicators #3 and #4

Indicator Description

TEST#2 covers Learning Objectives #3 and #4, or HRD Sections 3 and 4. Section 3 is Human Resource Training Evaluation Methods: Reaction, Learning, Behavior and Results. Section 4 covers Professional Ethics and Managing Human Resource Training and Development Programs.

Indicator: The objective tests covered four of the five required HRD sections and consisted of 50 multiple-choice questions. Each one of the four HRD sections had 20 to 22 questions addressing the sections four (4) learning objectives. Students' results (both frequency and percentages) on the questions used the following categories. 90 or above, 80 to 89, 70 to 79, and below 70. Example: Section 2: Below 70 ____, 70-79 ____, 80-89 ____, and 90 or above _____. The decision rule is students earn a seventy (70%) percent in the course.

Criterion Description

Criterion: The established criterion is students earn an overall course average of 70%. Thus, of the forty-four (44) students, seventy percent (70%) of the questions are to be answered correctly.

Findings Description

Fall 2016 Findings: See data attachment sheet for results. 0% fell below 70%, with 61.4%

earning standard, and 38.6% exceeding it.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be

understood by most students based on data with 97.8% earning above the standard

overall, and 100% meeting or exceeding standard on Learning Objectives #3 and #4.

b). Evidence of Poor Performance - It appears the instruction and performance for

the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

Spring 2017 Findings: See data attachment sheet for results. 1 (3.5%) student fell below 70%,

with 69.0% earning standard, and 27.5% exceeding it for 96.5% at standard or better.

a). Evidence of Exceptional Performance – It's evident the HRD topics seem to be

understood by most students based on data with 96.5% earning standard or above the

standard, or 96.5% meeting or exceeding standard on Learning Objectives #3 & #4.

b). Evidence of Poor Performance - It appears the instruction and performance for

the two tests were effective. Some of the covered HRD topics may need more highlighting for some students, who need to join the professor's study group earlier, or both. Regardless, the focus seems to be about right as the class did very well.

 ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objective

 ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objecti

 Actions #3 and #4

Action Description

Actions #3 and #4: I invite all student who earned below 70 to join my professor's

study group, which meets to go over the material in small groups. I continue to

check students' progress to maintain student mastery of the material. Students

scoring below 70 are always invited to join my professor's study group to improve

their grade. When several students score below 70%, analysis is used to diagnosis

for trends or areas of concern.

Guidance for continuous HRM and HRD curriculum improvements will follow if

we maintain our SHRM alignment. Teaching HRD knowledge, skills and abilities

and assessing proficiency level requires constant monitoring. A number of actions

and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate atmosphere for students' questions. Review certain topics.
- d) Introduce more discipline to classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Learning Objective #5: Communication Skills

Learning Objective Description

For the fifth (5) learning objective students complete a written assignment with presentation over a HRD topic to support the College of Business Administration's continuing efforts to improve students' communication skills, thus, learning objective #5.

Indicator: Communication Skills

Indicator Description

The HRD Research Paper and 20 minute Presentation: 7-10 page HRD paper with 12 citations presented to class. The indicator for learning objective #5 is a rubric that assessed the paper as 50% and the presentation as 50% of the grade for 100 points.

Criterion Description

Criterion: The criterion is students earn an overall course average of 70%.

Findings Description

Fall 2016 Findings: Of the students, all earned at least a 75% on the assignment. Also, the results of section #5, assignment, were an 85% average.

a). Evidence of Exceptional Performance – Students seem to like HRD, based on data analysis for this section, 25.0% earned exceptional performance and 75% meet the standard for 100% on the assignment.

b). Evidence of Poor Performance - It appears students are applying themselves because only 2.2% fell below 70% (one student earned a 69%) on the first four sections covered by the two tests. Some of the HRD topics may need highlighting on the two tests or some students may need to join my professor's study group earlier, or both. As a class they did very well with 97.8% meeting or exceeding the standard.

Spring 2017 Findings: All students earned at least a 75% on the assignment. Also, the results of section #5, assignment, were an 85% average.

a). Evidence of Exceptional Performance – Students seem to like HRD, based on data analysis for this section, 31% earned exceptional performance.

b). Evidence of Poor Performance - It appears more students are applying themselves because only one (1) fell below the 70% course requirement (one student failed the course). Some of the covered HRD topics need more highlighting earlier for some students who need to join my professor's study group earlier, or both. Thus, as a class they did very well with 96.5% meeting or exceeding the standard.

 ASSESSMENT-Required MGMT 4355.01 Fall 2016 HRD course Learning Objective

 ASSESSMENT-Required MGMT 4355.01 Spring 2017 HRD course Learning Objecti

Action #5: Communication Skills

Action Description

Action #5: The professor's study group to improve students' grades on the assignment, allowed students to have their paper reviewed before the presentation. Many students did and indeed scored a better paper grade with the suggestions.

Guidance for continuous HRM and HRD curriculum improvements will follow if we maintain our SHRM alignment. Teaching HRD knowledge, skills and abilities and assessing proficiency level requires constant monitoring. A number of actions and/or changes will be implemented as follows:

- a) Devote more time to certain early HRM topics.
- b) Encourage students to take more specific notes.
- c) Cultivate an atmosphere for students to ask questions. Re-visit certain topics.
- d) Introduce more discipline into the classroom, more notes and less electronics.
- e) Spend additional time reviewing the students to prepare for each exam.

Update Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Plan for Continuous Improvement was not included in 2015-2016 cycle.

Update of Progress to the Previous Cycle's PCI

1) Devote more class time to those topics where weaknesses are evident.

2) Provide more applications and practical examples to promote understanding of material.

3) Devote more time to reviewing the topics in a "Q & A" or "Team Competition" format, prior to the administration of each exam.

4) Monitor student progress to maintain student mastery of material.

Plan for Continuous Improvement

Closing Summary

Plan for Continuous Improvement: There are no actions needed now beyond what is listed above. And, all actions will continue. However, if HRM trends change, the changes will be reflected by the Society for Human Resource Management first. Then adjustments will begin immediately in the HRM degree and/or specific HRM courses to maintain alignment, timeliness and relevancy. HRM course content is now correct due to SHRM guidance and alignment. All actions based on the findings were stated above.

Plan for Continuous Improvement: There are no actions needed now beyond what

is stated above. And, all actions will continue. However, if HRD trends change, the changes will be reflected by the Society for Human Resource Management

(SHRM)

and the American Society for Training and Development (ASTD) first. Adjustments will then begin immediately for the HRM degree and/or specific HRM and HRD courses

to maintain timeliness and relevancy. HRD course content is currently correct due to SHRM and ASTD alignment. Actions based on the findings were stated above.

Assessment Plan Summary

Department: Management Information Systems BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

Management and Marketing, Department of

Management Information Systems BBA

Management Information Systems- A Broad Base Of Knowledge

Goal Description

The goal of the BBA program in Management Information Systems is to provide students with a broad base of knowledge in the Management Information System discipline.

Related Items/Elements

 Database

Learning Objective Description

Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and implementation of database applications and how database software works and its inclusion in design solutions. (MGIS3330)

 Database Indicators

Indicator Description

Assessment of Database Management Systems (DBMS) skills will be conducted in MGIS 3330 and MGIS 4330. Student performance in the areas of design and implementation of database applications will be measured with the use of homework assignments and exams.

Criterion Description

Students are assumed to have no previous knowledge of database design and implementation skills and are not given a pretest. The class average on both, design and implementation of databases will be 70% correct. Skills in these two areas will be included on each unit examination. M/C questions and hands-on exercises may be utilized dependent on the instructor and course, MGIS 3330 and MGIS 4330.

 Electronic Commerce

Learning Objective Description

Students who complete the BBA in Management Information Systems will demonstrate the ability to implement business oriented systems for electronic commerce and skills in using Internet technologies. (MGIS4320)

Electronic Commerce Assessment

Indicator Description

Assessment will be conducted testing specific skills the students perform on assignments and exams. The assessment will be done in MGIS4320 - Electronic Commerce Implementation.

Criterion Description

Students will average at least a 70% mastery level in the following areas: XHTML, CSS, Graphics, and JavaScript.

Information Systems

Learning Objective Description

Students who complete the BBA in Management Information Systems will demonstrate an understanding of basic computer technology concepts and the development and use of information systems in organizations. (MGIS3310)

Information Systems Test and Related Assignments

Indicator Description

Assessment will be made using pre-test and post- test performance on computer technology and the role of information systems in organizations. The assessment is divided into two parts: 1) Fall 2016 for face-to-face and Fall 2017 for Online. (MGIS3310)

Criterion Description

For each Learning Objective there is a 70% cutoff level whereby above 70% is deemed achieving the learning objective and below 70% attainment is considered no achieving the learning objective.

For each of the Topics, the percentage of students getting performing “Excellent” (>90%), “Good” (between 70% and 90%), and “Poor” (<70%) were also calculated.

Findings Description

Four sections of MGIS 3310 (147 students) were assessed. The table below indicates the percentage of students that correctly answered questions on the exams, including their performance on the homework assignments for each topic area. Included in the table is the %Correct for each Learning Objective.

Table 1: Student Performance on Learning Objectives

Topic	% Correct	Learning Objective	% Correct
1. General Knowledge	79%	Understanding the role of Information systems in the business organization	76%
2. Hardware	69%		
3. Software	73%		
4. Data Resources	72%		
5. Telecommunications	76%		
6. Systems Develop	84%		
7. eBusiness	81%		
8. Excel	71%		
		How to use Information Systems to solve business problems	76%

For each of the Topics, the percentage of students getting performing “Excellent” (>90%), “Good” (between 70% and 90%), and “Poor” (<70%) were also calculated.

Table 2: Student Performance on Specific Topic Areas

Topic	Excellent	Good	Poor
1. General Knowledge	40%	41%	18%
2. Hardware	12%	30%	58%
3. Software	13%	46%	41%
4. Data Resources	11%	42%	46%
5. Telecommunications	17%	56%	27%
6. Systems Develop	41%	39%	21%
7. eBusiness	31%	55%	14%
8. Excel	20%	34%	46%
9. Access	18%	53%	29%
10. SAP	40%	45%	15%

Information Systems General Knowledge

Action Description

More emphasis will be placed on the "Poor" performing topic areas,

e.g., Hardware, Software, Data Resources, and Excel.

Networking

Learning Objective Description

Students who complete the BBA in Management Information Systems will demonstrate an understanding of telecommunications services and networking technologies and skills in installing and managing networks within business organizations. (MGIS4350)

Tests And Networking Project

Indicator Description

Assessment will be made using test performance on understanding of telecommunications services and networking technologies. A project will be used to assess skills in working as a team to install and manage a network. (MGIS4350)

Criterion Description

The class average on individual test questions will be 70% correct. Test questions will be included on each unit examination. Seventy five percent of Management Information Systems majors will receive a score of at 70% on the Test and the Networking Project. Last year we handily met the criterion for the networking project but not the test. We will be particularly interested to determine whether our interventions helped raise performance on the common test questions. (MGIS4350)

Findings Description

This course will be assessed in Fall 2017.

Programming

Learning Objective Description

Students who complete the BBA in Management Information Systems will demonstrate the ability to analyze and define business problems from a programming perspective and an understanding of the basic concepts of programming, problem solving, and program logic. This includes the understanding of fundamental concepts of procedural, object-oriented, and event-driven programming paradigms and the ability to apply them to solve business problems. (MGIS2320)

Programming Pre-Test, Post-Test, And Rubric

Indicator Description

Assume that students have little or no prior knowledge of the topics; assessment will be made using three examinations to evaluate both the understanding of fundamental concepts of the three programming paradigms (procedural, object-oriented, and event-driven) and the ability to apply them to solve business problems. Common multiple-choice questions will be used to assess the understanding, while coding problems will be used to assess the ability to apply. (MGIS2320)

Criterion Description

The average across class sections on each exam will be 70% correct. The class average on the section testing the understanding of fundamental concepts of both procedural and object-oriented paradigms will be 70% correct. Also, the class average on the section testing the ability to apply the concepts of concepts of both procedural and object-oriented paradigms will be 70% correct. The class average on the exam on event-driven paradigm will be 70% correct; this last exam contains one coding problem, combining the understanding and application. We are particularly interested to determine whether our interventions are working with the procedural paradigm, a weakness that emerged in 2010-2011. (MGIS2320)

Systems Analysis And Design

Learning Objective Description

Students who complete the BBA in Management Information Systems will demonstrate an understanding of the design and application of information systems in business and a knowledge of the tools and processes used in systems analysis and design. (MGIS4340)

Systems Analysis And Design Test and Rubric

Indicator Description

Previous assessments for MGIS 4340 utilized a pre-test/post-test form of assessing. The MIS faculty determined that for the amount information obtained from the pre-test is not the most efficient nor effective use of time. The assessment of MGIS 4340 for Spring 2017 made use of vocabulary exam questions and semester long project assignments targeting specific related topics.

Criterion Description

For each Learning Objective there is a 70% cutoff level whereby above 70% is deemed achieving the learning objective and below 70% attainment is considered no achieving the learning objective.

The class average on the vocabulary exam will be => 70% correct to be deemed acceptable.

The rubric is based on the four phases of development methodology. A draft version of each phase I-III deliverable is graded as well as a final version. Only one version of the phase IV deliverable is graded as this phase is an outline of deliverables (installation guidelines, recovery guidelines, etc.). Management Information Systems majors will receive a score of at least 70% on the rubric for the project final draft. (MGIS4340).

Findings Description

One section of MGIS 4340 (20 students) was assessed. The table below indicates the percentage of students that correctly answered questions on the vocabulary exams or their performance on the semester long project assignments

for each topic area. Included in the table is the %Correct for each Learning Objective.

Table 1: Student Performance on Learning Objectives

Topic	% Correct	Learning Objective	% Correct
1. Terminology of SA&D (1)	97.5	(1) Understanding the process of design and application of information systems in business.	94%
2. Project Management/Teamwork(1)	90.5		
3. Project Selection & Initiation (Phase I) (2)	90.8	(2) Attain knowledge of the tools and processes used in systems analysis and design (SA&D).	81.6%
4. System Analysis (Phase II) (2)	83.9		
5. System Design (Phase III) (2)	85		
6. System Implementation & Maintenance (Phase IV)(2)	66.75		

At 94% and 81.6%, each of the Learning Objectives were above the 70% cutoff level. When looking at the specific topics, one of them (System Implementation & Maintenance (Phase IV)) is below 70%. Based on the results from Table 1, the topic that draws attention as an area of improvement is System Implementation & Maintenance (Phase IV).

Systems Analysis & Design Action

Action Description

In-class assignments and additional material will be added to enhance learning outcomes for Phase IV concepts.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

The Programming (MGIS2320) and Systems Analysis & Design (MGIS4320) will be assessed in the Spring 2018 cycle.

Courses being assessed in the 2016-2017 cycle are Intro to MIS (MGIS3310-f2f) and Networking (MGIS4350) in the Fall 2016 semester and Intro to MIS (MGIS3310-Online) and Systems Analysis

& Design (MGIS4340) in the Spring 2017 semester.

Update of Progress to the Previous Cycle's PCI
Correction to the "Previous Cycle's Plan", MGIS 4320's title is "E-Commerce Implementation", not "Systems Analysis & Design".

Spring 2018 will assess MGIS 2320 (Programming), and MGIS 4320 (E-Commerce).

Courses assessed 2016-2017, were MGIS 3310 (f2f) and MGIS 4340(SA/D)

Through an oversight, MGIS 3310 (online) and MGIS 4350 was not assessed and both will be assessed Spring 2018.

Plan for 2017-2018 Continuous Improvement

Closing Summary

Assessment Schedule (2017/2018) of the following knowledge areas:

- Programming (MGIS 2320)
- Principles of MIS (online, MGIS 3310)
- E-Commerce (MGIS 4320)
- Database (MGIS 4330)
- Networking (MGIS 4350)

Assessment Plan Summary
Department: Marketing BBA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

Management and Marketing, Department of

Marketing BBA

Students Will Obtain A Broad Base Of Knowledge Of Marketing Principles

Goal Description

The goal of the BBA program in Marketing is to provide students with a broad base of knowledge in the Marketing discipline.

Organization of Information: Learning Objectives, Findings, and Assessment Calendar

Accomplishment of this goal is indicated by students achieving six learning objectives. Each of the six learning objectives (LO1-LO6) corresponds with one of the Marketing BBA courses. The learning objective associated with each course is defined by concepts and principles that are the course subjects covered with students.

Detailed findings are reported on a table attached to the summary of findings for each learning objective. Therefore, it is helpful to review the summary of findings and the attached table associated with them. The Assessment calendar is below.

		MKTG3310 (LO1)	MKTG3320 (LO2)	MKTG3328 (LO3)	MKTG4340 (LO4)	MKTG4350 (LO5)	MKTG4390 (LO6)
Year 1	Fall 2015						
	Spring 2016						
Year 2	Fall 2016						
	Spring 2017						
Year 3	Fall 2017						
	Spring 2018						
Year 4	Fall 2018						
	Spring 2019						
Year 5	Fall 2019						
	Spring 2020						

Related Items/Elements

 LO1: Students Will Be Able To Describe Marketing Core Concepts And Principles

Learning Objective Description

Students who complete the BBA in Marketing will be able to describe the core concepts and principles of marketing that encompass elements of the marketing mix. The concepts and principles are listed below:

1. Components of the Marketing Strategy
2. Characteristics of the Global Market Place
3. Consumer Decision Making Process
4. Business-to-Business Markets
5. Segmentation and its Benefits
6. Targeting and Positioning
7. Marketing Research Process
8. Consumer Products Classification
9. Characteristics that Distinguish Goods from Services
10. Supply Chain Functions
11. Distribution Strategies- Intensive, Selective, Exclusive
12. Task Performed by Promotion Strategy
13. Price Elasticity of Demand
14. Pricing Strategies

LO1: Assessment In MKTG3310 Fundamentals Of Marketing

Indicator Description

The ability to describe Marketing Core Concepts & Principles will be assessed using multiple choice and/or short answer questions embedded within exams.

Criterion Description

Students' performance on embedded exam questions will indicate their understanding of the Marketing Core Concepts & Principles. The average score obtained by 70% of Marketing BBA students for each of the 14 concepts and principles will be 70% or higher. The average score obtained by 70% of students completing other degrees will also be 70% or higher.

Findings Description

The assessments were completed in face-to-face and online classes. The two attachments present findings for each of these teaching approaches. The data from the tables are considered together when reporting the findings.

Students appear to have had exceptional performance in two areas: Characteristics of the Global Market Place and Tasks Performed by the Promotional Strategy. These two areas were singled out during the last assessment period. For the Tasks Performed by the Promotional Strategy, repetition and interest in the topic may be the reason for performing well. The opportunity exists to touch on the promotional tasks while covering the material of at least three chapters. It appears that some improvement in student

achievement has been achieved and the additional material and allocation of more time to concepts may have benefited students. Students also demonstrated a good understanding of the Distribution concept by exceeding the 70% target level.

Across both types of courses, student performance could be much better in three areas: Supply Chain Functions, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. In the face-to-face course, the average scores were 58.8%, 39.7%, and 68.8%, respectively. Therefore, they fell below the 70% target level. In the online course, these concepts scored at levels reaching the target of 70% but the scores are relatively lower as compared to other concepts. The first two concepts can be covered more often by weaving them into other topics of the course. Price Elasticity is a relatively simple concept and one that is covered in other required classes. To address this shortcoming, more time will be devoted to the coverage of this topic.

With respect to the Targeting and Positioning concept, in the online course student scores were above the target achievement level of 70% while they fell below that level in the face-to-face course.

 01 MKTG3310- BBA and Marketing Majors - Online - Table of Assessment Results

 01 MKTG3310- BBA and Marketing Majors - Table of Assessment Results

ACTIONS for LO1: Students Will Be Able To Describe Marketing Core Concepts and Principles (MKTG3310)

Action Description

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time will be used in class. The topic will also be reviewed, again, during the following class period.

In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Supply Chain Functions, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

Other actions for improvement include:

- (1) State 14 objectives explicitly in syllabus and refer to them often.
- (2) Many students do not purchase a textbook. Some student can do well by attending lectures and taking notes on PowerPoint slide; others need to read but do not have a text. An opportunity exist for students to have

access to an E-book without additional charge. That opportunity is being pursued.

Sections of MKTG3310 – Taught Online

An entire new course has been designed for the Fall 2017 semester using a different textbook and learning platform. In the future, we have adopted Pearson My Lab, which should be an excellent source for students to use to improve comprehension of these learning objectives.

LO2: Students Will Be Able To Summarize And Explain Consumer Behavior Concepts

Learning Objective Description

Students who complete the BBA in Marketing will demonstrate knowledge of key consumer behavior actions (evaluation, acquisition, consumption, disposal), internal and external factors that influence consumer behavior, and the consumer decision making process.

The learning objective is represented in more detail by the following subjects.

++ Consumer Behavior Process

- Define consumer behavior
- Identify the phases of the consumer behavior process.
- Identify reasons it is important to study consumer behavior.
- Define consumer value and explain types of value.

++ Consumer Decision-Making Process

- Explain the phases of the consumer decision-making process.
- Identify, compare, and contrast types of consumer decision making.
- Understand how situational influences can affect consumer behavior.

++ External Influences on Consumer Behavior

- Explain culture.
- Identify ways that culture gives meaning to objects and activities.
- Identify ways that culture is learned.
- Be familiar with how reference groups influence people.
- Identify different types of reference groups.

++ Internal Influences on Consumer Behavior

- Define personality and brand personality.
- Identify major personality traits that have been examined in consumer research.
- Explain why lifestyles and psychographics are important to the study of consumer behavior.

- Define self-concept and self-congruence and explain how they apply to consumer behavior.
- Identify the elements of consumer perception.
- Identify factors that influence attention and comprehension.
- Identify ways that consumers make associations with meaning as a key way to learn.

LO2: Assessment In MKTG3320 - Consumer Behavior

Indicator Description

Student achievement of the learning objective will be assessed using questions embedded within exams and components of projects. These will be used to assess learning of each area of study (listed with the learning objective).

Criterion Description

The average score obtained by 70% of Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by 70% of students completing other degrees will also be 70% or higher.

Findings Description

The detailed findings are presented in an attached table that presents the concepts, specific learning areas, scores and distributions. Student performance on concepts related to the overall learning objective were all above the target achievement level of 70%. Nevertheless, since the concepts are broad, there are more specific learning areas with each concept that warrant some attention.

An area of exceptional performance indicated by the Fall 2016 assessment is the students' understanding of two key types of consumer value - utilitarian and hedonistic. A hands-on classroom activity called "Make It Hedonic" was developed and has continued to work well to help students understand this topic. Working in small groups, students identify objects that they consider to provide utilitarian value and brainstorm ways to give each object hedonic value. The activity and the student-generated examples are involving and memorable and serve as a valuable springboard to discussion of other course concept connections. This "Make It Hedonic" activity is considered a "best practice" that will be used again and that could be used by others to influence favorable student learning outcomes.

An area of poor performance, revealed during Fall 2016, was that some students had difficulty conceptualizing consumer behavior outside of buying behavior, such as the recognizing that voting behavior is a form of consumer behavior. New examples will be created to more explicitly link voting to consumer behavior, such as examples of voting issues linked to the consumer decision-making process and situational influences on decision-making.

One area needing improvement is helping students better understand the concept of socialization. Some students only conceived of the term as "the act of being social" and did not fully understand the deeper meaning of the term as learning and acquiring knowledge, language, and social skills to conform to expected

norms within a culture. New examples will be developed to help students better grasp these deeper meanings.

03 MKTG 3320 Table of Assessment Results

Actions for LO2: Students Will Be Able To Summarize And Explain Consumer Behavior Concepts (MKTG3320)

Action Description

A hands-on classroom activity called “Make It Hedonic” was developed and has continued to work well to help students understand this topic. Working in small groups, students identify objects that they consider to provide utilitarian value and brainstorm ways to give each object hedonic value. The activity and the student-generated examples are involving and memorable and serve as a valuable springboard to discussion of other course concept connections. This "Make It Hedonic" activity is considered a "best practice" that will be used again and that could be used by others to influence favorable student learning outcomes.

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One area needing improvement is helping students better understand the concept of socialization. Some students only conceived of the term as "the act of being social" and did not fully understand the deeper meaning of the term as learning and acquiring knowledge, language, and social skills to conform to expected norms within a culture. New examples will be developed to help students better grasp these deeper meanings.

LO3: Students Will Be Able To Explain And Demonstrate Trust-Based Business-to-Business Relationship Selling Concepts

Learning Objective Description

Students will be able to explain the principles of trust-based business-to-business relationship selling and demonstrate techniques to determine customers’ needs, address their concerns, and close sales.

The learning objective is represented in more detail by the following subjects.

++ Different Types of Personal Selling

-Define trust-based relationship selling.

- Know the meaning of the term adaptive selling.

- Identify five alternative personal selling approaches.

- ++ Building Trust

- Identify five components of trust.

- ++ Ethical Behaviors

- Identify unethical salesperson behaviors.

- Identify ways to deal with unethical behavior.

- ++ Business Buyer's Buying Process

- Know the meaning of a needs gap.

- Know the Business Buyer's Buying Process.

- Know buyers procedures for evaluating suppliers and products.

- Identify three types of buying decisions.

- Know the meaning of the term buying center.

- Identify the roles of individuals in a buying center.—

- identify four types of communication style.

- ++ Questioning Systems

- Know the different types of questions to ask customers.

- Identify the stages of SPIN selling.

- Identify the stages of ADAPT selling.

- Know the purpose of the ADAPT questioning system.

- Identify questions associated with each ADAPT stage.

- ++ Prospecting and Qualifying --Know how to qualify a prospect

- ++ Presentation

- Understand the basics of sales presentations

- What is a check back and why it is used

- ++ Handling Objections

- What is the meaning of LAARC and stages

- Describe response methods for handling objections

- ++ Closing Methods --Identify closing methods when given examples

- ++ Effective Follow-up - Understand components of effective customer follow-up

- ++ Demonstrate techniques to determine customers' needs, address their concerns, and

close sales.

LO3: Assessment In MKTG3328 Professional Selling

Indicator Description

Assessment is based on students' performance on written role-play assignments, in-class role-plays, and embedded exam questions. These will be used to assess learning of each area of study (listed with the learning objective).

Criterion Description

The average score obtained by 70% of Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by 70% of the students completing other degrees will also be 70% or higher.

Findings Description

The attached table (MKTG 3328 2016-2017 Table of Assessment Results) reports detailed findings. Students perform well in the following subject areas: (1) Building Trust, (2) Ethical Behaviors, (3) Prospecting and Qualifying, (4) Presentations, and (5) Closing Methods. The average score was 90% or better on assessment activities related to these areas.

Student performance on the embedded exam questions related to Questioning Systems did not meet the standard of 70%. The average score was 67%. The worksheet for the ADAPT questioning system was scored at 79%, thus meeting the standard. The average of these two activities is 73%. In summary, the overall performance met the standard but knowledge of the subject demonstrated by embedded exam questions was lacking.

 MKTG 3328 2016-2017 Table of Assessment Results- Pass

Actions for LO3: Students Will Be Able To Explain and Demonstrate Trust Based Business to Business Relationship Selling Concepts (MKTG3328)

Action Description

Students performed well in the following subject areas: (1) Building Trust, (2) Ethical Behaviors, (3) Prospecting and Qualifying, (4) Presentations, and (5) Closing Methods. They most likely performed well on these because of the amount of class time allocated, successful completion of worksheets related to topic, and completion of study guides. Regarding best practices, the allocation of time, completion of "hands-on" activity (worksheets), and completion of study guides are practices that make a difference in student understanding.

The worksheet for the ADAPT questioning system was scored at 79% while the embedded exam question score was 67%. The average of these two activities is 73%. In summary, the overall performance met

the standard but knowledge of the subject demonstrated by embedded exam questions was lacking. Understanding of the questioning system (ADAPT) will need to be improved. It will be covered to a greater extent in class and the worksheet will be edited to ensure students' understanding of the ADAPT questioning system. The worksheet will also be due before the exam that includes assessment of student knowledge.

LO4: Students Will Be Able To Summarize And Explain Global Marketing Concepts

Learning Objective Description

Students who complete the BBA in Marketing will be able to summarize and explain the global nature of business today and the forces shaping the evolution of the global market, and recognize the process of extending from domestic business operations into global markets.

The learning objective is represented in more detail by the following subjects.

1. Overview of International Business
2. Adaptation vs. Standardization
3. Basic Global Geo-Political Concepts
4. Trade Barriers and Forms of Economic Cooperation
5. Historical Context of Global Trade Since WWII
6. Economic Development and Its Implications
7. Market Entry Strategies
8. International Legal Issues
9. Ethical Issues Related to International Trade
10. Distribution Issues
11. International Staffing and Expatriates
12. Current Trends in International Business

LO4: Assessment In MKTG4340 International Management And Marketing

Indicator Description

Student achievement of the learning objective will be assessed using questions embedded within exams.

The questions will assess learning of each area of study (listed with the learning objective).

Criterion Description

The average score obtained by 70% of Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average

score obtained by 70% of students completing other degrees will also be 70% or higher.

Findings Description

The attached table presents detailed findings from assessment activity. The target achievement level of 70% was reached for each concept. Moreover, as can be seen by the scores in green on the table, the average scores on 8 of the 12 key subject areas were higher than the previous semester.

In addition, there was appreciable improvement in the average scores on the 3 subject areas where performance lagged in the previous semester. Thus, it appears the use of the Student Workbook developed to improve learning has improved student retention of most of the key concepts. Please see the table below that reports scores for the previous semester (Spring 2016) to the more current scores (Fall 2016).

Concept	Spring 2016	Fall 2016	Improvement
Historical Concepts	67	74	+7
International Legal Issues	64	76	+12
Ethical Issues	69	74	+5

Please refer to the attached table for the evidence of exceptional performance on subjects 2, 3, 6, 7, 9, and 10. This performance can be attributed to the tight linkage between the lectures, the workbook exercises and questions, and the questions asked on the exams. Students developed a mastery of these concepts. However, performance on three concepts still appears to lag: Historical Concepts, International Legal Issues and Ethical Issues.

05 MKTG 4340 Table of Assessment Results

Actions for LO4: Students Will Be Able To Summarize and Explain Global Marketing Concepts (MKTG4340)

Action Description

In general, I hope to continue to promote learning in all 12 concepts above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

Finally, I plan to continue to refine the Student Workbook, by (1) Adding more explanatory material (e.g., definitions, example), and (2) Adding more critical thinking exercises.

LO5: Students Will Demonstrate The Ability To Collect And Interpret Market Research Data

Learning Objective Description

Students who complete the BBA in Marketing will demonstrate the ability to be able to

determine and communicate research needs to a professional researcher, evaluate a research report, collect and interpret their own research data, and make marketing decisions with research findings.

The learning objective is represented in more detail by the following subjects.

1. Students will be certified to conduct Marketing Research by completing the CITI certificate

2. Students will be able to understand the role of Ethics in Marketing Research

3. Students will be able to conduct Secondary Research –

They will be able to identify Internal & External sources of Secondary Data

4. Students will be able to conduct a Literature Review & state appropriate Hypotheses

5. Students will be able to differentiate between Exploratory, Descriptive, and Causal Research

6. They will know probability vs. nonprobability sampling methods & sample size determination

7. Students will know the difference between Levels of Measures - Nominal, Ordinal, Interval, Ratio

8. They will know about Measurement and Scales

9. Students will know about Assessing Quality of Measurement Scales - Validity and reliability

10. Students will understand Questionnaire Design

11. They will know how to prepare data for quantitative analysis - Editing & coding

12. Students will know how to complete Quantitative Data Analysis : t-test, F-test, Chi-square test, Correlation & Regression Analysis

13. They will know how to communicate Marketing Research Findings

14. Students will learn the fundamentals of SPSS

15. They will understand Geographic Information Systems

LO5: Assessment In MKTG4350 Marketing Research

Indicator Description

Assessment will be completed using questions embedded in exams and six written assignments.

These will be used to assess learning of each area of study (listed with the learning objective).

Criterion Description

The average score obtained by 70% of Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average

score obtained by 70% of students completing other degrees will also be 70% or higher.

Findings Description

The attached table (MKTG 4350 Table of Assessment Results) reports detailed findings. While there was marginal improvement in some learning objectives, generally speaking, students performed about the same as previous semesters (no statistical significant difference was observed). While there were a few students who performed exceptionally well on certain learning objectives, overall the classes performed as expected. Since this class has three prerequisites (one Marketing and two Statistics courses), the level of knowledge carried over from those courses varies from one student to the next, therefore impacting the assessment results. A few students performed poorly on the embedded questions. This can be partially attributed to the fact that they had difficulty with assignments and exam questions related to some of the learning objectives.

The learning objectives where students seem to have problems are in differentiating between the various research designs and within the broad area of Statistics. More specifically, they are still having problems deciding when a study should use exploratory, descriptive, and causal research designs. Additionally, they have having difficulty determining when to use univariate, bivariate, and multivariate statistics.

Similar to Fall 2015, the assessment completed during Fall 2016 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

Actions for LO5: Students Will Demonstrate The Ability To Collect And Interpret Market Research Data (MKTG4350)

Action Description

As noted, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2015, this part of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course. Additionally, I plan on having discussions with the instructors who teach the prerequisite courses to determine what they can do to better prepare students for the MKTG 4350 course.

Two additional assignments have already been created since the Fall 2015. These will be used again and refined as needed. Additional assignments will be created to help students better understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

Two additional changes that are expected to make a significant difference in 2016. First, I will be changing the textbook starting Spring 2016. The newly adopted textbook puts more focus on the some of these areas of weaknesses. Next, SHSU will be signing a new agreement with SPSS starting in Fall 2016. This will allow students to download a copy of SPSS for home use, there by increasing the number of assignments I will give during the semester.

LO6: Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact Of Marketing Decisions, And Devise A Strategic Plan

Learning Objective Description

Students who complete the BBA in Marketing will be able to explain specific marketing concepts, demonstrate knowledge of the impact of strategic marketing decisions on the firm, and devise a Strategic Marketing Plan.

The learning objective is represented in more detail by the subjects listed below.

Students will be able to -

1. Write a Marketing Strategy Document
2. Describe why Marketing is important to the firm
3. Name, discuss, and give an example of the 3 basic strategic decision-making areas
4. Calculate a simple ROI on a marketing program
5. Articulate and provide examples of marketing strategy
6. Demonstrate basic knowledge of marketing strategy terminology

LO6: Assessment In MKTG4390 Strategic Marketing Management

Indicator Description

Assessment will be based on student performance on discussion questions and projects related to the course subjects.

Criterion Description

The average score obtained by 70% of Marketing BBA students for each area of study (listed with the learning objective) will be 70% or higher. The average score obtained by 70% of students completing other degrees will also be 70% or higher.

Findings Description

Please review the detailed findings reported in the attached Table 1. The student performance achieved the target achievement level of 70%. Most of the groups did a very good job on the two marketing strategy assignments that incorporate concepts. Three factors support their performance.

1. The group projects which comprise the bulk of the grading in this course are reviewed by the instructor in draft form. Thus, the finished products are generally very good.
2. The group project format allows what might be weaker performers to benefit from the group process and achieve grades they might not have achieved on their own, and
3. The use of an in-class notebook as a study aid, and the incorporation of in-class business model exercises appears to have resulted in better-prepared students for the Mid-term Exam.

In addition, the repeated use of in-class exercises, and the first-time use of a Student Notebook (which keeps the students focused on the key objectives of the course), and the Mid-Term Exam also prepared the students for the group strategy assignments. Where performance lagged in the groups, it appeared to be due to factors outside of the purview of the class: Excessive absences and poor note-taking in advance of key exams and assignments. When all members of a group have these same issues, the group performance suffers.



06 MKTG 4390 Table of Assessment Results



Actions for LO6: Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact of Marketing Decisions, and Devise A Strategic Plan (MKTG4390)

Action Description

In general, I hope to continue to promote learning in all 4 objective areas above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

More specifically, I plan to continue to refine the Student Workbook, by (1) Incorporating the business model exercises into the Student Notebook, (2) Incorporating current marketing developments into the Student Notebook activities, and (3) Adding more critical thinking exercises.

Update to Previous Cycle's Plan For Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)

The assessments completed during Fall 2015 and Spring 2016 indicated areas to target with continuous improvement activities. These areas and action plans for the 2016-2017 are listed below.

LO1 - MKTG3310: Principles of Marketing

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time will be used in class. The topic will also be reviewed, again, during the following class period.

In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Segmentation and its Benefits, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

It is likely that in some cases learning is not being accurately measured by the instrument being used. Therefore, the number of embedded questions to measure each concept will be reviewed to ensure that student performance is measured correctly. The need for this review is indicated by the findings related to Segmentation and its Benefits. As noted, students were well below (50.9%) the achievement target of 70%. This concept was measured with two questions. Only 38% of the students answered one of the individual questions correctly while the other question was correctly answered by 98% of the students.

LO2 -MKTG3320: Consumer Behavior

Continue exercises on Hedonic/Utilitarian Value and Situational Influences. Develop Need Recognition exercise. Develop additional examples that illustrate that reference groups are based on comparison with others to guide attitudes/knowledge/behavior, and not necessarily based on similarity.

LO3 - MKTG3328: Professional Selling

Methods associated with exceptional performance will be continued. Specifically, class time will be allocated to topics according to the level of difficulty in understanding. The completion of worksheets will be continued and students will be encouraged to use the study guides when reviewing topics.

The exam and role-play scores indicate that students understand the questioning system (ADAPT) relatively less as compared to other concepts. In the future, this system will be covered to a greater extent in class and the worksheet will be edited to ensure student understanding of the ADAPT questioning system.

LO4 - MKTG4340: International Management and Marketing

In general, I hope to continue to promote learning in all 12 concept areas above the 70% achievement level. For the sub LO on Trade Barriers and Forms of Economic Cooperation, I plan to create a new in-class experiential exercise that will be followed by an in-class quiz. It is hoped that this increase focus will improve the retention rate of the students.

LO5 -MKTG4350: Marketing Research

Similar to Fall 2014, the assessment completed during Fall 2015 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts are t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2014, this part of the course curriculum is earmarked for increased focus and particular attention in future offerings of the course. Two additional assignments have been created since the Fall 2014. These will be used again and refined as needed. Additional assignments will be created to help students better understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

LO6 -MKTG4390: Marketing Strategy

Students do a good job with rote memorization of marketing terms but could improve their critical thinking. To improve this skill, an in-class written critical thinking assignment was incorporated at the midpoint of the marketing simulation game, where each individual student was required to outline the marketing strategy of the group. This exercise appears to have promoted the full involvement of all team members in the strategic planning tasks of the groups.

In addition to continuing a focus on critical thinking skills, student understanding of business models will receive attention. Better use of analytic tools is still desired. For the next semester, students will be exposed to better understanding basic business models: how firms make money. They will participate in in-class exercises in analyzing the P & Ls of several prominent publicly held firms. They will examine COGS, OPEX and NI as a percentage of Total Revenues and draw conclusions about the strategies of firms and their effectiveness. Finally, they will be required to analyze a business model as part of their Final Exam.

Update of Progress to the Previous Cycle's PCI

Assessments during the 2015-2016 cycle led to the Plan for Continuous Improvement 2016-2017. Areas receiving attention during the 2016-2017 cycle are described below.

LO1 - MKTG3310: Principles of Marketing

The actions for improvement were followed. Fourteen marketing concepts and principles have been identified as essential for our business majors. Because these concepts and principles are essential, students were exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time was used in class. The topics were reviewed, again, during the following class period. Two areas with improvement over last assessment period are:

- (1) Segmentation and its Benefits. The latest assessment saw a large improvement with 76% of students scoring 70% or better. The average score improved from 51% to 74% correct.
- (2) Business to Business Marketing. The latest assessment saw an improvement with 76% of students scoring 70% or better. The average score improved from 69% to 77% correct.

LO2 - MKTG3320: Consumer Behavior

Based on the Fall 2015 assessment cycle, two areas targeted for improvement in student learning were 1) that need recognition can occur during acquisition, consumption, or disposal (not just during the acquisition phase of the consumer behavior process) and 2) that reference groups are rooted primarily in comparison versus similarity to others.

To help improve understanding of need recognition (1), an in-class exercise was developed to help students better understand the variety of influences on need recognition and how such influences can occur at multiple points during the consumer behavior process. This exercise was piloted in Fall 2016 and Spring 2017. To help improve understanding of reference groups (2), additional examples of comparison and similarity were shared in class during 2016-2017 to illustrate how reference groups are rooted primarily in comparison to others.

LO3 - MKTG3328: Professional Selling

The plans set for 2016-2017 were undertaken and completed. More class time was allocated to topics where students did not perform as well. In addition, the ADAPT questioning system was covered using worksheets that were revised from ones previously being used.

The assessment results suggest that students did markedly better learning the different types of personal selling and the following concepts: ethical behaviors, handling objections and closing methods. However, they did not improve in their understanding and the ability to use the ADAPT questioning system. The Average Scores for embedded exam questions that evaluate their understanding of questioning systems dropped from 81% to 67%. The worksheet score improved from an average of 75% to 79%.

LO4 - MKTG4340: International Management and Marketing

I had planned to utilize “clickers” in the Fall of 2016. However, I was unable to get the clickers programmed in time. Instead, I created a “Student Workbook” as a means of keeping the students up to date with the main ideas from each lecture. The workbook was over 40 pages of lecture outlines, open-ended short-answer essay questions, and skill tests. The purpose of the workbook was to keep students focused on the main ideas of each lecture, and provide them with a tool to prepare for the multiple-choice exams.

LO5- MKTG4350: Marketing Research

Similar to Fall 2015, the assessment completed during Fall 2016 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis. Learning objectives where improvements occurred were areas where students did additional assignments and in class exercises. Two additional assignments have been created since the Fall 2014. These were used again and refined as needed. Additional assignments were created to help students better understand the concepts where performance was less than 70% and more lecture time was focused on the concepts.

LO6 -MKTG4390: Marketing Strategy

To promote improved understanding of basic business models:

- In-class exercises were administered whereby the P & Ls of major public firms were examined, Calculations were performed, and assessments were written.
- This was reinforced by a problem on the mid-term exam whereby students had to analyze a P & L and draw conclusions about the business model.

To further promote critical thinking skills related to marketing strategy:

- A group-project computer simulation game, requiring teams to summarize their strategic approach to the game, and discuss their results and reasons for their team’s performance, and
- A group-project real-world task of working with local representatives of the Fastenal Company to develop a written strategy for future revenue growth for Fastenal

Plan for Continuous Improvement

Closing Summary

The Plan for Continuous Improvement presents actions to be undertaken during the Fall 2017 - Spring 2018 assessment cycle. The actions are based on assessment results from Fall 2016 - Spring 2017. The professors teaching the courses noted with each learning objective will be responsible for completing the actions.

LO1: Students Will Be Able To Describe Marketing Core Concepts and Principles

Fourteen marketing concepts and principles have been identified as essential for our business majors. This assessment reveals that students perform at various levels. Because these concepts and principles are essential, any prescriptions to improve performance should be applied to all of them. Therefore, students will be exposed to the concepts as often as possible in the context of other subjects examined in the course. For the initial introduction of a topic, additional time will be used in class. The topic will also be reviewed, again, during the following class period.

In addition, three concept areas will be covered more often. Students appear to have had poor performance in three areas: Supply Chain Functions, Characteristics that Distinguish Goods from Services, and Price Elasticity of Demand. The first two concepts can be covered more often by weaving them into other topics of the course. The third concept, Price Elasticity, is a relatively simple concept, covered in other required classes, and not likely to be integrated with other course topics. Therefore, more time will be devoted to the coverage of this topic when it is introduced to students.

Other actions for improvement include:

(1) State 14 objectives explicitly in syllabus and refer to them often.

(2) Many students do not purchase a textbook. Some student can do well by attending lectures and taking notes on PowerPoint slide; others need to read but do not have a text. An opportunity exist for students to have access to an E-book without additional charge. That opportunity is being pursued.

Sections of MKTG3310 – Taught Online

An entire new course has been designed for the Fall 2017 semester using a different textbook and learning platform. In the future, we have adopted Pearson My Lab, which should be an excellent source for students to use to improve comprehension of these learning objectives.

MKTG3320

LO2: Students Will Be Able To Summarize And Explain Consumer Behavior Concepts

A hands-on classroom activity called “Make It Hedonic” was developed and has continued to work well to help students understand this topic. Working in small groups, students identify objects that they consider to provide utilitarian value and brainstorm ways to give each object hedonic value. The activity and the student-generated examples are involving and memorable and serve as a valuable springboard to discussion of other course concept connections. This "Make It Hedonic" activity is considered a "best practice" that will be used again and that could be used by others to influence favorable student learning outcomes.

An area of poor performance, revealed during Fall 2016, was that some students had difficulty conceptualizing consumer behavior outside of buying behavior, such as the recognizing that voting behavior is a form of consumer behavior. New examples will be created to more explicitly link voting to consumer behavior, such as examples of voting issues linked to the consumer decision-making process and situational influences on decision-making.

One area needing improvement is helping students better understand the concept of socialization. Some students only conceived of the term as "the act of being social" and did not fully understand the deeper meaning of the term as learning and acquiring knowledge, language, and social skills to conform to expected norms within a culture. New examples will be developed to help students better grasp these deeper meanings.

MKTG3328

LO3: Students Will Be Able To Explain and Demonstrate Trust Based Business to Business Relationship Selling Concepts

The worksheet for the ADAPT questioning system was scored at 79% while the embedded exam question score was 67%. The average of these two activities is 73%. In summary, the overall performance met the standard but knowledge of the subject demonstrated by embedded exam questions was lacking.

Understanding of the questioning system (ADAPT) will need to be improved. It will be covered in detail in class and the worksheet will be edited to ensure students' understanding of the ADAPT questioning system. The worksheet will also be due before the exam that includes assessment of student knowledge.

MKTG4340

LO4: Students Will Be Able To Summarize and Explain Global Marketing Concepts

In general, I hope to continue to promote learning in all 12 concepts above the 70% achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

Finally, I plan to continue to refine the Student Workbook, by (1) Adding more explanatory material (e.g., definitions, example), and (2) Adding more critical thinking exercises.

MKTG4350

LO5: Students Will Demonstrate the Ability to Collect and Interpret Market Research Data

Similar to Fall 2015, the assessment completed during Fall 2016 revealed that the criterion level of 70% was achieved. However, the performance on some of the concepts included in the overall performance score fell below 70%. These concepts included exploratory, descriptive, and causal research designs. They also had difficulty determining when to use t-test, F-test, Chi-square, ANOVA, correlations, and regressions analysis.

While students have demonstrated improvements from the previous assessment done in 2015, this part of the course curriculum have been earmarked for increased focus and particular attention in future offerings of the course. Additionally, I plan on having discussions with the instructors who teach the prerequisite courses to determine what they can do to better prepare students for the MKTG 4350 course.

Two additional assignments have already been created since the Fall 2015. These will be used again and refined as needed. Additional assignments will be created to help students better understand the concepts where performance was less than 70% and more lecture time will be focused on the concepts.

Two additional changes that are expected to make a significant difference in 2016. First, I will be changing the textbook. The newly adopted textbook puts more focus on the some of these areas of weaknesses. Next, SHSU will be signing a new agreement with SPSS. This will allow students to download a copy of SPSS for home use, there by increasing the number of assignments I will give during the semester.

MKTG4390

LO6: Students Will Be Able To Explain Strategic Concepts, Demonstrate Knowledge Of The Impact of Marketing Decisions, and Devise A Strategic Plan

In general, I hope to continue to promote learning in all 4 objective areas above the 70%

achievement level. For future classes, I continue to try to provide experiential exercises to heighten interest in the material.

More specifically, I plan to continue to refine the Student Workbook, by (1) Incorporating the business model exercises into the Student Notebook, (2) Incorporating current marketing developments into the Student Notebook activities, and (3) Adding more critical thinking exercises.
